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Department of Educational Travel

A Summer in Europe

HATTIE E. NOBS

*Head of German and Spanish Departments
Orange High School*

ONE of the interesting experiences I had on my vacation in Europe was that of attending summer school at the University of Heidelberg. I am sure that any teacher of German would enjoy it as much as I did. It was no easy matter to leave my relatives in Switzerland, for they had planned all sorts of wonderful trips for my sister and myself. The picturesque old town of Heidelberg itself is interesting—situated on the beautiful Neckar river with romantic Heidelberg castle looking down upon it from the hills above.

The university was still in session when summer school opened, and it was interesting to see something of student life. The young men of the fraternities were much in evidence, wearing their bright colored caps and their fraternity

colors across their breasts. Most of them carried canes. This gave them a jaunty, care-free appearance. The professors were generally portly and good natured, and seemed to enjoy the foreign students. Every week they took the various classes on walking trips and we always had a good time.

Classes began at 9 and lasted until 1 o'clock. The seats were not at all comfortable but stiff. In each room was a row of hooks for caps, hats, or coats. It seemed queer to see the professor use a wet sponge instead of an eraser to clean the black-board. At the close of a lecture the young men showed their approval by stamping their feet; the young ladies, however, clapped.

There were 250 students in the summer session, the majority being English and American. I was interested in hearing that many teachers had their expenses partly paid by their schools. Others were to receive an increase of salary for attending.

All instruction was given in German and most of the students lived in a pension or boarded with people who spoke only German. It was a wonderful opportunity to improve one's conversational ability. After all the chief thing a teacher acquires from attending a foreign summer school is not learned from a textbook, but from contact with people, and observance of their customs and life. Three years ago it was my good fortune to attend summer school at Madrid and I felt that the same was true there.

Every week-end we took a trip somewhere. One Saturday five buses of students drove through the Black Forest to the world famous health resort, Baden-Baden. We tasted the mineral water, but none of us liked it. Another day a friend and I went to Frankfort, that fine old city, full of historical interest. There is located the Goethe museum, once the home of the beloved poet, Goethe. As we visited the old house, I was much impressed upon seeing a huge laurel wreath (in the room where the poet was born) which had a card attached reading, "From the home of Shakespeare to the home of Goethe."

Another week-end several of us took a trip up the Rhine, going by train to Mainz and then taking the boat to Coblenz. It seemed wonderful to see the ruins of the old castles and also the Lorelei of which we had read so much.



Market Place, Frankfort, Germany

When passing this point it was most impressive to hear the passengers sing the old Lorelei song.

Another thing that I shall never forget is the illumination of the old Heidelberg castle. This was done twice while I was there, and thousands of people gathered on the banks of the Neckar to see the sight.

Suddenly from the darkness of the hills beyond, rose the old castle illuminated as in the days of old, and one could almost see the knights dashing across the bridge on their chargers. The old bridge was illuminated, too, and below on the river all the boats were decorated with lighted lanterns. Then as the castle slowly faded from view again, the crowds sang the beautiful old song, "Alt Heidelberg du feine".

And now that my summer vacation is over and I have seen something of the other countries of the old world, I look back with pleasure on my Heidelberg experience, and am glad that I have in my trunk credentials from that famous university. I hope that I will be able to give to my students some of the inspiration I received during the summer.

EUROPE 1930

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Bay Section Convention
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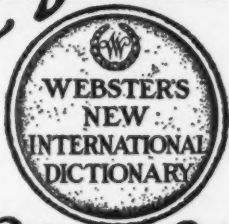
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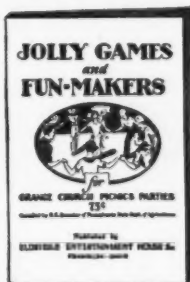
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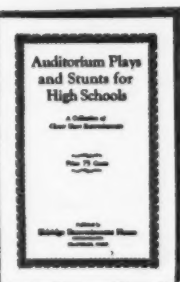
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IN the new Edition of California History by Harr Wagner and Mark Keppel we have a book revised down to May, 1929, beautifully printed and bound, with many new illustrations and much added material and data brought up to date. This book is being adopted in many places for use in the sixth grade, where the study of California History has been taken out of the Junior High School. List price of this new edition is \$1.50.

JUNIOR High School Science by Mae Johnson Corwin and Walling Corwin—the most outstanding book of the past year for an introductory or discovery course in science—has been adopted for the Seventh Grade in both Oakland and Richmond, California, and for supplementary use has been purchased in quantity by San Francisco, San Diego, Coronado, Glendale, Los Angeles; Bath, Ohio; Perth Amboy, N. J., and other places. List price of this book is \$1.60.

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IN Arithmetic, published September 1st, we submit for your approval "Practice Problems" by R. W. Camper, Rural Supervisor of Glenn County. Net \$0.80. Supplemental problems in Arithmetic for the sixth, seventh and eighth grades.

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Sierra Educational News

Official Publication of California Teachers Association

JOSEPH MARR GWINN.....President
ROY W. CLOUD.....State Executive Secretary

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VAUGHAN MACCAUGHEY, Editor

Sierra Educational News is a member of the Educational Press Association of America and is published in accordance with the standards of that organization.

Vol. XXV

DECEMBER, 1929

No. 10

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Placement Service for C. T. A. Members



THE California Teachers Association maintains a placement service for the benefit of all school boards, superintendents, and other employing officers who are seeking qualified teachers, and for all members of the Association. Hundreds of members are placed annually by this service. Members are entitled to register (without charge) for placement. Earl G. Gridley, secretary of the C. T. A. Bay Section, is manager of the Berkeley office. The Berkeley office is at 2163 Center Street; phone THornwall 5600.

The Placement Bureau of the C. T. A. Southern Section is under the direction of F. L. Thurston, manager of the bureau and executive secretary of the Southern Section. Teachers interested in placement in Southern California should register in the Los Angeles office—732 I. N. Van Nuys Building, Seventh and Spring Streets; phone TRinity 1558. Placement by the C. T. A. is a professional service.

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A Christmas Message

WHAT is this Christmas Season observed around the World? It is more than the celebration by Christian peoples of the birth of Christ. It is dominately that, since that birth brought a gospel of good-cheer and good-will and of brotherhood of mankind.

The Christmas Season is broader than Christianity for many who do not call themselves Christians observe the Season and join in the spirit of these happy days; the spirit of good-cheer and good-will, the spirit of happiness and thoughts of and deeds for others.

The time draws nearer when the brotherhood of man becomes a reality. The barriers that have kept nations and peoples apart are fast breaking down. Education is a great instrument for breaking down these barriers. Knowledge is the forerunner of recognition of kinship and also the creator of communication which reveals a closer kinship—even brotherhood.

Is it not a noble work to teach and in doing so to disburse the darkness of ignorance and to light the torch of knowledge and understanding and so bring nearer that feeling of brotherhood of mankind which is the spirit of the Christmas Season!

Teachers have a right to satisfaction and joy in the consciousness of a service that powerfully promotes the aims and purposes dominant in the Christmas Season.

JOSEPH MARR GWINN



A Word of Cheer

IT seems only a few days ago since we wrote a 1929 New Years greeting to the teachers of California. Time has such a habit of galloping along that it is hard to realize that another year has come and is now almost gone.

We have the happy realization that this has been a good year for the schools of California. There has been no backward step. Progress has been noted all along the way.

As we have traveled from Del Norte to San Diego and from San Francisco to Shasta, we have found a spirit of co-operative helpfulness. There has been no discordant note. Harmony has prevailed.

Throughout the whole world international good-will has been the subject of discussion. We are beginning to know and respect the other peoples of the earth.

It has seemed to us that every teacher, everywhere, desired to give real service wherever service was needed. With such a spirit abroad we know there will be Christmas Cheer aplenty. So we wish every member of our Association a Merry, Merry Christmas.

ROY W. CLOUD



A Project in Character Education

LUCILLE T. GRAHAM, *Second Grade Teacher*
Luther Burbank School, Burbank

A SECOND grade boy recently asked his teacher this question: "Are we going to make the boys and girls at the Childrens Hospital happy again this Christmas?"

Last year the children in this boy's class made attractive napkin-rings and nut-cups for the Christmas dinner trays at the Childrens Hospital in a neighboring city.

This same boy said, "I wish the little boys and girls in the hospital could be happy like Robert Louis Stevenson was when he was a little sick boy. I guess they haven't got toys like Stevenson's. Oh, teacher, why can't we make 'em some toys for Christmas?"

Suggestions for a delightful project are at hand. Opportunities for character-training in this project are many. Kindness, thoughtfulness, patience, self-control, happiness, co-operation, appreciation, and many others are wrapped up in a project of this type.

This second grade class is eager with excitement as the teacher says, "Come to the cozy corner, children, we have a happy surprise for you." The "cozy corner" is an attractive corner in the room, fitted with a large rug and a small end-table, holding favorite story books. A vase of flowers is on the table. A few choice pictures are hanging about. A couple of floor pillows, made of black oilcloth and trimmed with bright-colored felt, are on the rug.

Bobby, the boy with the happy suggestion of making toys, is asked to tell about it. The children are happy and full of interest. Suggestions are offered by many in the group.

Robert Louis Stevenson's Poems: "Let's all say the poem 'The Land of Counterpane', by Stevenson, and make the toys this poem tells about, so the boys and girls in the hospital can play the 'Land of Counterpane'."

The first few lines of this poem are as follows:

*"When I was sick and lay a-bed,
 I had two pillows at my head,
 And all my toys beside me lay
 To keep me happy all the day."*

The character training the children receive in hearing this poem read, or in memorizing it, is indeed worth mentioning, but the satisfaction which comes from the children are given the opportunity of working and planning together (as they make the very same kind of toys that made Stevenson happy) affords greater oppor-

tunities for the development of these finer qualities in their lives.

The boyhood life of Stevenson is studied. The children bring in all the information they can gain concerning this favorite author's life. Pictures of trees, ships, and houses are collected. A copy of "A Child's Garden of Verses", beautifully illustrated, is brought to the class and enjoyed by all.

Work on Toys: After much class discussion concerning plans, and the studying of pictures relating to the project, a group of boys begin work on the toy ships. Other members of the class begin work on the trees and houses.

Character Traits: An atmosphere of friendliness, co-operation and happiness, envelops this project. While nothing is said of friendliness to the group, it is experienced as they work together.

The toys are completed and carefully wrapped. Each box contains a dainty little Christmas card. A framed copy of the "Land of Counterpane" is wrapped separately, and a little letter, asking that it be read to the children and hung in the ward, is sent with the packages.

The character training which the children receive indirectly in this little project cannot be measured, for character training is a matter of inner change. The experiences gained through such group activities are of lasting benefit.

Books for Art Teachers

BRIDGMAN PUBLISHERS, located at Pelham, New York, have become nationally known for their excellent and eminently practical books dealing with art education.

Among some of their notable titles may be mentioned,—**Alphabets** by Douglas C. McMurtrie; **Figure Sketching** by Bernice Oehler; **How to Letter** by Maxwell L. Heller; **How to Design Monograms** by Curtiss Sprague; **How to Sketch From Life** by Len A. Doust; **How to Use Paper and Scissors in Art** by Mildred Swannell; **How to Draw the Head in Light and Shade** by Edward Renggli; **Picture Verse Song** by Davies-Bostelman-Karas; **Freehand Perspective and Sketching** by Dora Norton.

Russell R. Brown, principal for 10 years of Montrose County high school (Colorado), is back at Stanford working for his Ph. D. degree. Mr. Brown has been president of the Colorado state debating league and president of the western section of Colorado Teachers Association.

The Everlasting Christmas Tree: A Pageant*

ELLEN LAKE AUSTIN, *Colorado Street School, Glendale;*

MRS. LORENA FLEWELLING, *Principal*

* Suitable for Christmas-Tree-Planting program or, with variations, for any Christmas program.

THE city of Glendale encouraged the out-of-doors Christmas tree so heartily last fall that the Board of Education purchased deodars for all schools not already supplied. The accompanying pageant, written by our first grade teacher, Mrs. Ellen Lake Austin, was dramatized by pupils as a part of the ceremony of our tree planting.

We were honored by having as our guests the national secretary Miss Louise Mills, and local officers of the recently-organized American Green Cross, as well as members of our park commission and school board.

The American Green Cross asked that the little play be given to them, and it was felt that it might offer suggestions to other schools if it were published.—Mrs. Lorena Flewelling.

Characters

Forest Fairy—if a girl

Spirit of the Forest—if a boy

Christmas Fairy

Santa Claus

Little Christmas Trees of Days Gone By

Green Trees

Homeless Birds

Just a Boy

Just a Girl

Happy Little Children (6)

Sun

Rain

Tree Singers

Jingle Bell Singers—Rainbow Fairies and

Woodland Brownies

Carolers (entire chorus)

Suggested Costumes

Forest Fairy: (If a girl). Dark green cheesecloth to ankles—ragged on edge—green painted crown—or crepe paper, royal cape and crown. (If a boy)—Green costume or paper cape from shoulders, royal fashion.

Christmas Fairy: White cheesecloth or tarleton with tinsel and crown, and wand with star.

Santa Claus: Regular costume.

Little Christmas Trees of Days Gone By: Brown costumes or brown paper capes from shoulders—carry brown leafless branch.

Green Trees: Green costumes—or cape. Carry green branch.

Homeless Birds: Bird costumes or cape and hat with bird's bill on it.

Just a Boy: School clothes.

Just a Girl: School clothes.

Happy Little Children: Regular clothes, carry toys, may wear red Santa hat with cotton trim.

Sun: Yellow, gold-pointed crown.

Rain: Gray cheesecloth costume, single strand tinsel hanging from arms to represent rain.

Tree Singers: Cheesecloth drape gowns.

Jingle Bell Singers: Red cotton trimmed cape to waist or knees (or crepe paper). Red toboggan caps, with cotton around wrists and top of shoes suggestive of ice-skaters costume—carry bells.

Master of Ceremonies: (Reads brief resume of story, as pageantry symbolism is often misunderstood.) "Planting Christmas Trees is a worth while innovation. We have learned through bitter experience that our forests need protection from the ruthless marauder. Thousands of trees are cut every year at Christmas time. The overtrimmed and commercialized Christmas Tree has met with much rebuke.

Our plan, "The Everlasting Christmas Tree," aims to set forth the idealized tree—and encourage Christmas tree planting. The Forest Fairy is found grieving over her Little Christmas Trees of Days Gone By—trees that have been cut and having served their purpose have been discarded. Santa and the Christmas Fairy agree that a live tree would be much the better and the glories of an everlasting Christmas Tree are shown to the Boy and Girl—the birds, the sun, the rain—all nature blesses them—trees forever green. The Boy and Girl decided to have one—a real live Tree—and fall asleep contented.

(Reads cast of characters.)

Stage Setting: Untrimmed tree in center of stage (live tree in box) unless play can be given outside. Stage suggestive of woodland scene. Music is heard softly in the distance.

A Boy (or Girl) enters, and recites:

Beautiful trees so green and fair,
A thing of light and sun and air;
Your branches up to heaven you lift,
A symbol of earth's most precious gift.

Soon tinsel clad your boughs will be
And all will hail you "Christmas Tree;"
Children will welcome your gifts, but few
Remember the story that's told through you.

When they strip you clear of your gaudy display,
Who cares if you droop and wither away?
Who cares if your gay green plumes have died
When the feast is done and you're thrown aside?

*—Owing to limitations of space, it is not possible to here reproduce this charming pageant in full. Only the first half is here given.

(Turns to audience—implores)

No, no, dear friend, this cannot be
Such wrong done to our Christmas Tree.

(Turns toward entrance)

Come gnome, and elf and fairy crew,
Show children fair what they can do.

—Mari Ruef Hofer.

Enter—**Christmas Trees of Long Ago**—File or dance slowly, rhythmically, in and form semi-circle at back of stage, swaying together to music.

Enter—**Forest Fairy** or Spirit of the Forest—and sits grieving on throne—box or chair draped with green, banked with boughs—head bowed on hand.

Christmas Trees of Long Ago: We are the trees of yesterday

Once we were cut
Then thrown away.

Forest Fairy (or Spirit of the Forest):

Dear Little Christmas Trees of Days Gone By
My heart grieves for you—I am sad to see your
brown dresses,

Your leaves gone—but you have not lived in vain.
One day they came and cut you down
And carried you far away from my forest,
And one glorious Christmas Day you glittered
and shone—

You brought joy and happiness to some one's
home—

Then they carried you out—discarded; and
Here in my forest they left only a stump
To mark the place where you grew—

Enter—**Three Homeless Birdlings**—hopping slowly and sadly—uncertain—(dance if desired).

Forest Fairy: And my birdlings that built in
your boughs are homeless.

Homeless Birds huddle at left in little group.

Forest Fairy: Ah! There are my green trees,—

Enter—**Green Trees**—file or dance slowly in, standing at back of stage alternating with brown trees.

Forest Fairy:

Beautiful trees that the sun shines on—
The rain patters on—with roots
Deep down in the soft, warm earth.
Soon they will come to cut one of you
And take you away for one day of glorious,
Glittering, tinsel-clad happiness, and (pauses)
Then you too will wear a dress of brown.
No! No! No! they **must** not cut my trees—
They may have you gladly—for always—
But, Oh! NOT for just one day.

A Green Tree: Here come Santa Claus and
the Christmas Fairy now to choose one of us.

Enter—**Santa Claus** and the **Christmas Fairy**
—Talking about Christmas presents, checking
list.

Santa Claus: A ball for Bobby—a doll for
Jane—skates for Susie—

(Then loudly) And **now** we must have a tree.

(Turns to **Forest Fairy**)—Well, Forest Fairy,
which tree shall wear a glittering dress this
year?

(*Santa and Forest Fairy look over the green
trees hunting for suitable one.*)

A Green Tree:

To bring happiness to boys and girls

At such a festive time would indeed give joy
to each of us

But after one day, bedecked with tinsel and
glittering things —

We are discarded—and must wear a dress of
brown—

No green leaves to catch the sunshine—

Enter—**Sun.**

Sun: I am the Sun. I shine to make you tall
and straight and beautiful.

(*Walks in stately manner along row of trees,
arms raised in blessing.*)

Green Tree: (continuing)

No leaves to be bathed

By the soft, warm rain.

Enter—**Rain.** Comes slowly forward to center
(dance if desired) raises hands as if bestowing
gift. Passes by row of trees.

(Song)—Progressive Music Series (California
State Series) Teacher's Manual, p. 215—Rain-
drops.

Another Green Tree: Our Forest Fairy grieves
over her little Christmas

Trees of Long Ago

And the Forest will soon be bare—

Our birds will have no homes when we are gone—

First Green Tree: Is there not some kinder
way?

Christmas Fairy:

Let's have a **live** tree—

We can decorate it—light it—

Make it festive for the holiday season—

But it will be a live tree—one with roots—

To be an Everlasting Christmas Tree

To go on and on year after year—

The birds will always find a home there

And sing their songs of joy—the wind will
whisper

Through the green boughs—starlight and moon-
light

Will shine on it—the earth will nourish it—

And **children** will play in its shade. Generation
After generation will gaze upon it—

A Tree of the Ages!

Forest Fairy:—How beautiful that will be—
how grateful we are!

Santa Claus: A wonderful idea!

(Santa Claus and Christmas Fairy examine trees—walk around live tree.)

Santa Claus: And this shall be the tree!
(Fastens large Christmas star on tree).
The boys and girls will love it.
Each one shall have a **real live** tree—
One that will grow and grow,
Just as the boy or girl grows—
An old and welcome friend.

Dance if desired.

(Tree singers, chorus of six or eight or more children to enter carrying small artificial trees or electric Christmas candles, lighted, and sing "Christmas Trees.")

* * *

A Modern Prayer

This poem, by a Red Bluff lady, is contributed by J. D. Sweeney of that city.

A BARD who lived in olden times,
And famous was for homely rhymes,
Once called upon the gods that be,
To give men power, that they might see
Themselves as others see them;
In hopes it would from blunders free them
And foolish notion.

In modern days we still may pray

That maidens of this reckless day,
Might also have this magic sight.

'Twould save us from a panic quite.

For socks are shed and sleeves are dead,

And petticoats are all but fled,

'Tis time for caution!

—M. E. M.

* * *

Los Angeles Junior College

LOS ANGELES Junior College began its career on September 10, 1929, in the plant just vacated by the University of California at Los Angeles when it moved to its new home in Westwood. The Junior College showed an enrollment of 1370, with a faculty of 51 instructors plus the Director, Dr. William H. Snyder, and the Dean of Women, Miss Bertha Green. In spite of the fact that the time for organization was necessarily short and equipment had to be installed after the University of California summer session had closed, work has proceeded with regularity from the first day. No work is being offered beyond the beginning courses for first year students. An increase of from 500 to 600 is expected with the opening of the new term in February, 1930.—ARTHUR GOULD, Assistant Superintendent, Los Angeles City Schools.

A Christmas Playlet

Suitable for primary grades

SCENE—A pioneer home in California. Mother and two small daughters seated near fireplace, sewing.

Matilda—I must hurry if I am to have this shirt for Walter finished in time for Christmas.

Mother—Yes, tomorrow night we all hang up our stockings by the fireplace. Santa Claus will soon be on his way.

Nancy—Does Santa Claus come here just the same as he did in Ohio?

Matilda (rising and looking out of the window)—Why, of course! He travels all over the world!

Nancy—His reindeer must be very strong!

Matilda—Well, our ox team pulled our big wagon all the way from Ohio to California, so I'm sure that Santy's reindeer can pull his magic sleigh through the skies!

Nancy (peeking up the chimney)—Our chimney is very large—he can come down easily.

Mother—Hide your work now, girls. Here comes Father and the boys. (Girls hide the gifts they are making.)

(Enter Father, Nathan, Ralph, with guns and rabbits.)

Father—Well, Mother, see the fine rabbits that the boys shot for our Christmas dinner. Hunting was good today!

Nathan—Yes, I shot four and Ralph got three.

Ralph—That will make a fine big dinner!

Mother—How fortunate. Our supplies are very low, for the pack-train has not yet come to the store and Mr. Jones has practically nothing there.

Matilda—But now we can have a merry Christmas!

Ralph—Last Christmas we were on an Ohio farm, where there were no huge redwood trees.

Mother—The redwoods on the hillside yonder will be our Christmas trees this year.

Father—Yes, our first Christmas in California will be a happy one.

* * *

At Pittsburg, in Contra Costa county, a \$200,000 school bond election was recently carried by a large majority. Three new schools will be built, including a junior high school. Work on the first structure will begin in January. F. S. Ramsdell is superintendent.

* * *

Alhambra high school district in Martinez, Contra Costa County, recently carried a bond issue to erect a \$212,000 junior high school building and to expend \$28,000 for equipment and to improve the grounds.

Recent Trips Afield

ROY W. CLOUD

THE biennial convention of the C. T. A. Northern Section was held in Sacramento, October 15-18. Each of the counties included in the section held separate institutes on Monday. The county superintendents and local instructors, in addition to a few outside speakers, furnished the programs.

The following cities and counties with their respective superintendents were in attendance:

Chico—Charles H. Camper, **Sacramento City**—Charles C. Hughes, **Amador County**—Mrs. Sabra R. Greenhalgh, **Butte County**—Jay Partridge, **Calaveras County**—Charles Schwoerer, **Colusa County**—Miss Perle Sanderson, **El Dorado County**—E. J. Fitzgerald, **Glenn County**—Edgar P. Mapes, **Lassen County**—Mrs. Jessie B. Madison, **Placer County**—Mrs. Portia F. Moss, **Plumas County**—Mrs. Vivian L. Long, **Sacramento County**—Robert E. Golway, **Shasta County**—Bertha A. Merrill, **Sutter County**—Mrs. Minnie M. Gray, **Tehama County**—Mrs. Alta S. Ohrt, **Tuolumne County**—G. P. Morgan, **Yolo County**—Mrs. Rowena Norton, **Yuba County**—Mrs. Agnes W. Meade.

Wednesday morning, Ralph W. Everett, president of the Northern Section, called the meeting to order promptly at 9:30 o'clock. Mr. Everett has made a splendid record as president of the Northern Section. He is widely known in California as an educational leader. With Mr. Everett on the stage of the big Memorial Auditorium were Mrs. Minnie M. Gray, secretary, country superintendent, Sutter County, and J. D. Sweeney, treasurer, superintendent of schools, Red Bluff. Hon. Martin R. Walsh of Sacramento extended greetings for the city. Hon. C. C. Young, Governor of California, greeted the educators in behalf of the State of California and explained his stand on educational questions. The secretary of the California Teachers Association talked on legislation. Dr. James M. Wood, president of Stephens College, Columbia, Missouri, whose address dealt with "Some educational fallacies," and Dr. Robert E. Swain, acting president, Stanford University, who gave as his subject "Some significant trends in education," were other speakers of the morning.

The program with sectional meetings continued on through the rest of the week and was made up of addresses and section conferences of the greatest value.

The speakers' list included **Hon. Vierling Kersey**, **Florence Hale**, state supervisor rural schools, Augusta, Maine; **Marie Cuddy**, reading specialist, Superior State Teachers College, Wisconsin; **Winifred Van Hagen**, state supervisor of girls physical education; **Charles J. Booth**, dean,

Chaffey Junior College; **Fordyce Stewart**, department of education, Teachers College, Chico; **Edward Mayer**, department of visual education, University of California; **F. William Ewing**, assistant superintendent of schools, Oakland; **Redfern Mason**, music critic, San Francisco Examiner; **J. B. Lillard**, president, Sacramento Junior College; **John L. Seymour**, Sacramento Junior College; **Jessie D. Casebolt**, president, State Drama Teachers Association; **Sam J. Hume**, former state director of avocational activities; **H. P. Ashford**, vice-president of California Vocational Association, N. S.; **Dr. Nicholas Rieclard**, chief of division of secondary schools; **Julian A. McPhee**, chief of bureau of agriculture; **J. C. Beswick**, chief of bureau of trades and industry; **Maud I. Murchie**, chief of bureau of home-making; **Dr. Ira W. Kibby**, chief of bureau of business education; **J. E. Carpenter**, principal, Part-Time High School, Sacramento; **Leroy Armstrong**, American Book Company, formerly executive secretary of C. T. A.; **Anna Fraser**, principal, Woodrow Wilson Junior High School, Oakland; **Mrs. J. W. Bingham**, education extension, California Congress of Parents and Teachers; **Hon. C. B. Wing**, chief of division of California parks; **Floy Lewis**, primary supervisor, State Teachers College, Fresno; **Mrs. Ethel Ward**, rural supervisor, Shasta County; **Simon J. Lubin**, president, Sacramento Region Citizens' Council; **Glenn H. Woods**, music director, Oakland schools; **J. R. Overturf**, deputy superintendent of schools, Sacramento; **Ruth M. M. Phillips**, music supervisor, Sacramento County; **C. O. McCorkle**, teacher of agriculture, Red Bluff; **R. W. Guilford**, teacher of agriculture, Orland; **F. W. Popp**, teacher of agriculture, Willows; **E. R. Hansen**, teacher of agriculture, Live Oak; **Ralph Mitchell**, teacher of agriculture, Marysville; **W. E. Skinner**, teacher of agriculture, Susanville; **Dr. Nina Simmonds Estill**, nutrition specialist; **Jessie Lee Decker**, interior decoration specialist, University of California; **N. P. Nielson**, chief of division of health and physical education; **Frank Kleeburger**, department of physical education, University of California; **Frederick Faulkner**, superintendent of field service, California State Life Insurance Company; **W. J. Marra**, business advisor, Sacramento; **A. J. Hamilton**, president of California Elementary School Principals Association; **Arthur S. Gist**, San Francisco Teachers College; **Mrs. Noble White**, district president of California Congress of Parents and Teachers; **Mrs. Hugh B. Bradford**, third national vice-president, Congress of Parents and Teachers; **Mrs. Robert E. Pierce**, board of education, Sacramento; **Mrs. E. R. Crum**, manager of national bureau of parental education; **Mrs. John Gilpin**, vice-president, California Congress of Parents and Teachers; **Mrs. B. C. Clark**, state chairman of high schools; **Mrs. R. C. Merrill**, director of teacher training, Chico State Teachers College; **Roy Learned**, **Mrs. Helen Thomsen**, **H. F. Clarke** and **Mrs. S. E. Mack** of the Sacramento School Department; **Dr. Florence Billig**, supervisor of science, Sacramento; **L. B. Travers**, director of vocational education, Oakland; **Rabbi Louis I. Newman**, Temple Emanuel, San Francisco.

The musical programs, both at the regular sessions and in the evening, were most excel-



Mrs. Minnie M. Gray,
Yuba City; Secretary
Northern Section



Mrs. Annie R. Babcock,
Willits; Secretary
North Coast Section



Miss Lena Guidery, Eureka;
President
North Coast Section



Curtis E. Warren,
Marysville; President
Northern Section



E. V. Cain, Gridley;
Vice-President
Northern Section

*C. T. A. Northern and North Coast Section
Officials; loyal workers in behalf of the
children and schools of California*



J. D. Sweeney,
Red Bluff,
Treasurer
Northern Section

lently rendered. The schools of Sacramento and of all of the Northern Section give a very considerable amount of time to musical education. The vocal and instrumental selections were exceedingly well chosen and demonstrated the fact that music has become a real part of the school program of Northern California.

Mrs. Elizabeth Hughes, first vice-president of the State Drama Teachers Association, had charge of the Wednesday evening program which presented three one-act plays which were very ably presented by the Chico High School, the Marysville Junior College and the Sacramento High School.

At the election of officers Curtis Warren, principal of the Marysville High School and Marysville Junior College, was elected president for the next two years. E. V. Cain, principal, Gridley, was chosen vice-president. Mrs. Minnie M. Gray and J. D. Sweeney were re-elected secretary and treasurer respectively. The Council members elected for a two-year term are Charles C. Hughes, city superintendent, Sacramento; R. W. Everett, Sacramento Junior College; Charles H. Camper, city superintendent, Chico; C. D. Winship, district superintendent, Yuba

City; R. E. Golway, county superintendent, Sacramento; R. R. Hartzell, high school principal, Red Bluff, Mrs. Vivian L. Long, county superintendent, Plumas County, Quincy; and E. I. Cook, dean, science department, Sacramento Junior College.

WE returned from Sacramento Wednesday evening and on Thursday morning drove to Morgan Hill in Santa Clara County. A trip through the Santa Clara Valley at this time of the year shows nature in one of its most beautiful stages. The state highway leading through this section, which is renowned for its flowers, fruits, and beauty, is one of continual changes. The orchards have put on all of their fall vesture. The leaves have turned to gold. The mountains on each side are a dull brown and covered with splotches of gold. Beyond may be seen the deep blue mountainsides which border the ocean and are also on the other side as barriers against the great interior valley of the San Joaquin.

San Jose is the principal city of Santa Clara Valley and here the San Jose State Teachers College, the oldest teacher training institution in the state, and Santa Clara University, founded

by the priests of a century ago, are the institutions of higher education.

The way after San Jose is left goes through the property formerly owned by James Lick, one of the pioneers of California whose benefactions made possible the great Lick Observatory which is the property of the University of California, the Lick School of Mechanical Arts of San Francisco, and a number of charities which are still maintained through endowments left by a '49er who had the touch of Midas.

Morgan Hill is a small community with a fine high school presided over by Lewis H. Britton. Mr. Britton has been in Morgan Hill for a number of years. As a mere youth of 16 he was a soldier in the Spanish-American War, a lieutenant in the border troubles between the United States and Mexico, and a captain for over two years in France during the World War. He is a Stanford graduate and a big up-standing man. At noon I talked with a number of the citizens of the community on the general subjects of tenure, retirement and a new form of taxation for the schools of California.

The next Tuesday evening before a large group of school administrators in the Women's City Club at Oakland the same subjects were discussed with all of the principals of the Oakland city schools. The Oakland Principals' Club is made up of a body of unusually enthusiastic school administrators. Superintendent Willard Givens followed my talk and amplified a number of suggestions which were made. Mr. Givens also discussed membership in the C. T. A. and N. E. A. He is the National Education Association director for California this year and is working zealously to secure a record enrollment for California in the big National Association. He is also striving to increase the State Association membership. Just at the present time Mr. Givens is endeavoring to secure one or more counties of California for 100 per cent enrollment in the state and national organizations. States in the east have made this a practice in recent years. California has never attempted such an undertaking so it is to be hoped that during this coming year our great state which is so well known for its educational advancement may have one or more counties 100 per cent in N. E. A. E. E. Muller, president of the Oakland Principals' Club, presided and during the dinner which immediately preceded the talks, introduced the orchestra of the Roosevelt High School which gave some wonderful selections.

ON the following Sunday night with Dr. John C. Almack, acting dean of the School of Education, Stanford University, I took the train for Klamath Falls. We expected to leave

there the following morning at 9:45 to take our places on Monday afternoon on a program at the Alturas, Modoc County, Institute. A freight car which had left the track kept us from making our connections. In order that we could be on the program the following morning it was necessary to take a long automobile ride over the desert country of Northern California to the valley lands in which the county seat of Modoc County is located. The road led through the great lava beds of California, past the place where Captain Jack took his last stand in the Modoc War, and through the beautiful pine forests of the Modoc National Park.

Busy Days at Alturas

Alturas just at present is one of the busiest sections of our state. The transcontinental railroad has just made it a division point and an act of Congress which declared that the forests in the section should be immediately cut because of the prevalence of the beetle bug has brought into the town within the past year one of the largest milling companies of the state, and the little city is a veritable beehive of activity.

Mrs. Lena C. Crabtree, county superintendent of schools, assisted by Merle L. Fuller, rural supervisor, and Ross Stephens, principal of the high school, and the members of the board of education, Hallie G. Tierney, Cedarville; Nora E. Nichols, Lookout; Inez D. Woody, Davis Creek; and Lenore O. Parman, Fort Bidwell, had prepared a most interesting program. Mrs. R. L. Cardiff of Santa Cruz, president of the State Association of Parents and Teachers; Dr. Nicholas Ricciardi, state department of education; Miss Edna M. Stangland, associate chief, state department of education; E. C. Merrill, director of teacher training, Chico State Teachers College; Miss Ruth W. Hay, state department of health; Miss Emily Rothlin, rural supervisor, Lassen County; Ritchie Smith, Ginn and Company; Dr. Almack and I were the instructors.

After completing our work on Wednesday Dr. Almack and I took the morning stage for Redding. We traveled by the section which is noted for its hot springs. For miles we traveled along the Pit River which furnish power for one of the big utility companies of the state. The Pit River was so named because the Indians used its canyons as killing pits where they could drive and slaughter game in bygone days.

At noon we spent an hour at Bieber in northern Lassen County. Having some spare time at 1 o'clock we visited the Bieber Union High School which is presided over by Harry C. Smith and his four assistants. There are in the neighborhood of 40 children in this little high

school tucked away in an almost inaccessible section of the country. We found them actively interested in a commercial lesson, in a domestic science class and in a science lesson presided over by the principal. At the request of Mr. Smith Dr. Almack and I gave short talks to the boys and girls, after which we hurried to the hotel and took the stage which was waiting for us.

In the middle of the afternoon we passed through the little town of McArthur which houses the fine Fall River Union High School and for a considerable period of time followed the Fall River.

WE had been informed that the journey over Burney Mountain would be one of great beauty. We found it all that had been prophesied. The dogwood was in red. Maple trees had painted their leaves in gleaming yellow and gold. The pines with their glistening green formed a wonderful background and at times the summit of Mount Lassen could be seen through the trees with its covering of snow. Mount Shasta, that great, old snow-covered giant of the North, was visible for a considerable portion of the journey. We arrived at Redding in the early evening and the following morning were back in San Francisco.

The following Thursday night there was a speaking trip to Mill Valley over in one of the beautiful sections of Marvellous Marin, where our old friend Superintendent J. B. Davidson so ably presides over many fine schools. I had never known why this charming section was called Mill Valley, but during the afternoon a friend took me to the site of the old lumber mill which was used for years during the early part of our state's history. The big mill is gone, but the great hewn timbers are still in place by the side of the creek which meanders through the little valley down to the river and finally out to the ocean.

The next week was spent in the office attending to detail work, and on Thursday, the 14th, I made a trip to Santa Rosa, county seat of Sonoma County. The school system of Santa Rosa is presided over in a most creditable manner by Superintendent Jerome O. Cross. Mr. Cross is an outstanding school man in California and is putting on a wonderfully fine educational program in his city. The schools of Sonoma County are under the supervision of O. F. Staton, county superintendent. Mr. Staton is a big man who is deeply interested in the people of his community. A trip to Santa Rosa is of more than passing interest.

After leaving Marin County the first place of any importance is Petaluma, known as the Nation's Egg-basket. Every hillside and every

bit of valley land is dotted with small poultry farms and eggs by the thousands of dozens are annually sent to the markets of our country.

Just a little to the east of Petaluma is the famous old city of Sonoma where on the 14th of June, 1846, before the coming of the gringo, a little band of Americans staged a dramatic incident known as the Bear Flag Rebellion and took what little authority General Mariano G. Vallejo had as a representative of the Mexican government and for a while conducted what was known as the Bear Flag Republic. This incident gave to California its state flag. The most northerly of all of the missions of California is situated here and just north of the community is the old ranch and home of General Joseph Hooker who left the beautiful Sonoma Valley on the call to arms of President Lincoln and was for a time the commander-in-chief of the federal forces in the great war between the states. Just a little further on is the beautiful Valley of the Moon, made famous by Jack London, and here the home of that author whose fame added renown to California's literature is located. Santa Rosa itself for many years shone in a reflected glory of its best known citizen, Luther Burbank, who passed on two years ago leaving behind him a record of wonderful achievement in the realms of horticulture.

MR. STATON'S Institute was of very great interest, and among the speakers were,—Hon. C. C. Young, Governor of California; Hon. Vierling Kersey, State Superintendent of Public Instruction; Dr. W. W. Kemp, dean of the School of Education, University of California; Dr. Fletcher Harper Swift, professor of education, University of California; Dr. Frank W. Hart, professor of education, University of California; Dr. L. H. Peterson, professor of education, University of California; Dr. L. A. Williams, dean of the school of education, University of California; Dr. John C. Almack and Dr. Walter C. Eells of Stanford University; and representing the State Office were Miss Helen Heffernan, Mrs. Evelyn A. Clement, Mrs. Lillian B. Hill and Dr. Nicholas Riceclard; Julian McPhee, Richard J. Werner, J. C. Beswick, Maude I. Murchie and Dr. Ira W. Kibby and Miss Effie B. McFadden, San Francisco State Teachers College. Others who took part were Dr. A. J. Hamilton, principal, University Elementary School of Berkeley; Dr. Clarence A. Stone, Stanford University; and Mrs. Helen B. Keller, supervisor of teacher training, University of California, Los Angeles.

And so ended the journey.

* * *

Robert Lee Douglas, for many years a prominent teacher in the Tehama county schools, recently passed away at Red Bluff. For 10 years he was a member of the Red Bluff High School Board and was active in many civic affairs. Superintendent J. D. Sweeney of Red Bluff paid high tribute to Mr. Douglas' long struggle against illness and physical handicaps.

Kindergarten Seating

BEATRICE ANDERSON, *Corrective Teacher*
Los Angeles City Schools

ONE of the problems which has been facing health authorities and educators for many years has been the seating of children in the schools. More attention has been given to this problem in the upper grades and in libraries than in kindergartens. Seating in kindergartens has been neglected because of the fact that children move around more freely here than in the grades. For this reason we find our children sitting on the floor, on doll chairs far too small and on first and second grade chairs far too high.

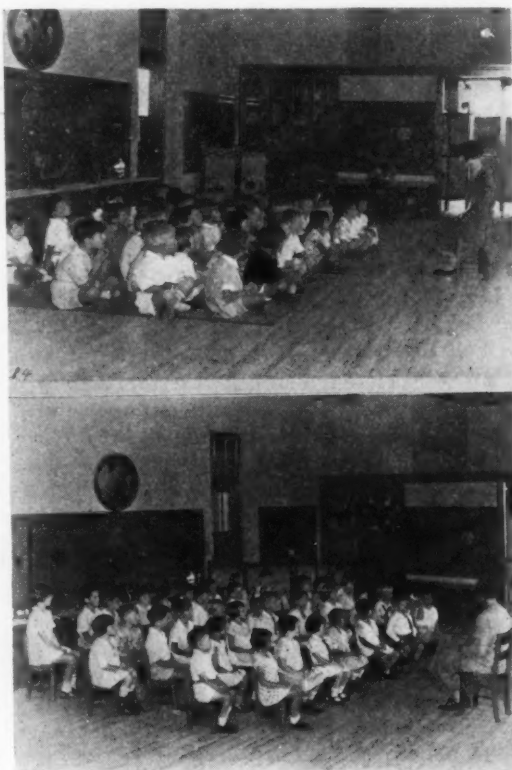
There was a time some years ago when most kindergarten children sat on chairs. Then when the realization came that the kindergartens were too formal, and that there must be freedom, the chairs were done away with and the children sat on the floor all of the time. But this did not do away with formality, as the teacher whose technique was formal continued to teach in the same way. At the same time the children's health was suffering and they were acquiring bad postural defects.

The matter came to the attention of the Health and Corrective Physical Education Department of the Los Angeles schools in 1926 while some intensive posture training was being given to kindergarten children. As the children were examined there seemed to be a postural type of round shoulders and hollow chests among many. An investigation of the kindergartens disclosed that the children were sitting on the floor every school day and that sometimes the same position was assumed for from 15 to 45 minutes during the conversation and game periods.

The following criticisms were brought forward against sitting on the floor:

1. **Posture.** When the children sit on the floor the legs are folded so that the knees are up and the balance is poor. The spine curves backwards making a complete round back. The shoulders droop forward and the chest curves in, making what we call "hollow chest." To complete the picture the head is thrown back in an unnatural position, so that the child can see the teacher who sits above him.

2. **Cleanliness.** The floor can never be clean enough so that when the child sits on it his clothes are not soiled. Does it not seem rather inconsistent to talk to children about wearing clean clothes to school while at the same time



Above—Kindergarten children sitting on the floor. Note poor posture and position of hands. Below—Children sitting on chairs. Note good posture and good position of hands.

compelling them to get their clothes dirty by sitting on dirty floors?

3. **Hygiene.** The hands of the child are alternately on the floor and in the mouth; on the shoes and about the face. It is not possible to counteract this natural characteristic as there is no other place for the hands except in the lap. Everyone who has observed little children knows that they are constantly exploring their persons and objects in their neighborhood.

4. **General Health.** There are bound to be some drafts under the doors. The floor itself is not always warm.

5. **Habits.** Many bad habits result from sitting on the floor. Since the balance is poor the head is supported on the hands. Nail-biting, finger-sucking, and other bad habits are encouraged.

Some say that children sit on the floor at home without ill-effects and therefore sitting on the floor at school is not harmful. However, two different situations are involved. The home is well carpeted, the drafts are kept out, the child is generally moving about and there are



the 10-inch, 11-inch, and 12-inch chairs. It has been found that kindergartens consisting of foreign children need almost all 9-inch and 10-inch chairs. Tables in two heights—18-inch and 20-inch are used with chairs from 9 inches to 13 inches.

The correct seating position is assumed when the feet are flat on the floor and there is no noticeable pressure of the seat against the thigh.

The correct kindergarten chair is one which has a full saddle seat slightly tilted backwards, a two-bar horizontal support with lateral curvature and rounded corners. The chair should be made of light wood so that the child can carry it comfortably.

Many kindergarten teachers who have taken their children off the floor and have put them on correct chairs report better posture, better general health and fewer bad habits.

* * *

The Eternal Seventeen

Suggested by a remark that the Senior Class is always seventeen.

I. D. PERRY, Hollywood

THEY come and go but banks are ever brimmed

The fresh-faced maidens and the boys stout-limbed;

Strong tides they flow, but nothing know of ebb,

Their strength unwasted and their eyes undimmed.

Down the long halls they come with laugh and jest

They jostling come, they jibe and jeer with zest.

The laggards run regardless who impedes;
They scamper eastward and they hurry west.

Such came they last year, such will come the next

Their thought untrammelled and their minds unvexed,

By storms impending on the commonweal,
Bright eyes and laughing lips their only text.

But we who watch them come, observe them go,
Perforce must answer the dull years and show

The strokes we take with heads unbowed and high;
Our fighting stubborn and our yielding slow.

And when the hour strikes that bids us part
With slackened paces and with weary heart,

They still shall throng, forever seventeen,
Their hopes unflagging and Youth's artless art.



Above—Ten inches difference in the heights of kindergarten children, showing need of different heights of chairs.
Below—Children sitting on chairs of correct heights.

only a few people walking on the floor at home whereas there are 50 in the kindergarten. On the other hand, more attention should be paid to the seating of children at home. Much more thought is given to the father's chair than to that of the child. We would have fewer fussy children at the table and probably better meals if the children were as comfortable as the parents.

It is not enough to say that the children should sit on chairs. It is also necessary to provide the correct seating. Children should sit on chairs of the correct height. If the chair is too low the child either humps over or slides down on the lower spine. If the chair is too high the feet do not reach the floor and there is pressure on the nerves under the knee. The chair should generally be about one-fourth the height of the child. This necessitates about three sizes of chairs in every kindergarten. The average proportion is about one-third each of



Here is the new education in action. These kindergarten-primary children have made a school bus. Nellie and Pat are the horses. Marion Barbour tells the story herewith.

Activities Instruction in Teacher Training

MARION BARBOUR, Supervisor of Kindergarten
San Francisco State Teachers College

ONE of the most evident signs that times have changed in education, as in everything else, is seen in the work and equipment of our modern kindergarten-primary schools. The change is more clearly shown in the primary rooms of these schools where the children are no longer silent and physically inactive.

They move about, first here then there, as their work demands. They talk freely to each other or to the teacher, keeping, of course, to an ordinary speaking voice. For in the day's program it is planned that children shall have practice in conversing easily and naturally with other children in order that they may learn how to exchange ideas effectively.

Therefore, a silent room is to the modern teacher an indication of mental and social inactivity. But it will be observed, that the conversation which takes place in these well-ordered rooms is vastly different from mere din or chatter. It is, instead, thoughtful, earnest and at the same time happy conversation which is to be heard, directed and controlled by the program of the day. In other words, it is the work which controls the child and his action, not the teacher. Work is the program control.

It is but natural, then, to expect that a child working in such an environment with a group of other children, instead of working alone, would learn to give and accept suggestions easily, would learn to be liberal and just in his thinking and tolerant of the opinions of others.

The activity program demands by its very nature that a child act in a normal and natural

way, as a well-behaved child would act in his own home. Restrictions are placed upon him only when he interferes with the working atmosphere of other children. So, generally speaking, these busy primary rooms are setting programs of work better and better fitted to the needs of little children; better and better adapted to their mental, social and physical growth.

"The Activity Program," the "New Education" and "Child-Centered Schools" are all more or less modern terms which practically mean the same thing. They mean, to quote from "The Child-Centered School," by Rugg and Shumaker, that

The modern school is endeavoring to organize its work "around the child's intention to learn" not as formerly, "around the teacher's intention to teach him."

In other words, units of work in which specific skills and knowledges are as carefully-planned as they were in the "old education" have taken the place of formal, logical arrangement of subject matter. To quote again from the Child-Centered School

"A quarter of century of pioneering on the frontier of education has uprooted the old idea of passive adjustment and has established the concept of the "Active School." To substitute the concept of freedom and activity for those of control and order is no less than a revolutionary one."

If pioneering in the newer methods is nearly over, and our more progressive public schools are demanding teachers who understand this new concept of child-training and who can make and carry on programs of work of this type, what have we to say of the teachers colleges



These children, in the college kindergarten, are building a house—their house—a richly educational project tingling with interest.

and normal schools where the young teachers are preparing for public school teaching?

Just how, for example, does the kindergarten-primary department of the San Francisco State Teachers College endeavor to prepare its students to meet this new type of work?

First and foremost there is definite opportunity for real experience in teaching situations in the laboratory, in its practice school. This school has two well-equipped kindergartens and two first grades. Besides this school there is the large practice school of the College, as well as the public schools in San Francisco, Oakland, and Berkeley, which offer opportunity for student-teaching under the careful supervision of expert teachers.

Directed play situations must be planned that the children may live close to the life of the farmer, baker, policeman, fireman, storekeeper, motorman, aviator, or explorer. Excursions must be arranged; language experiences as well as number experiences thought out in detail.

Not only must the material be selected but definite goals set up for each type of work, as well as a goal for the activity as a whole and completed unit. This is not all, for a student must see the leads, coming from this activity, continuing into future interests which offer opportunity for growth.

The students are being trained to appreciate the dangers and weak spots of our modern activity programs. They know that **there must be continuity of thought from one activity to another.** That no matter how well-planned and

perfect one unit may be that it is only a part of a larger plan after all. And that this plan extends without break from the kindergarten through the whole primary curriculum.

They know also that continuity of thought is not enough; provision must be made for constant and consistent growth in the tool subjects as well as for growth in the manual skills.

These students are being trained to understand the meaning of a well-balanced program. No subject or group of subjects should be developed at the expense of the rest of the program. No subject in the curriculum should be tolerated which does not make a contribution to the curriculum which no other subject is able to make. This enables the students to see the definite goals for each subject while at the same time a merger is effected of all subjects into a so-called unit of activity.

This necessitates conferences and hours of planning with the supervisor. It necessitates written plans, criticism, and revision of work. The student is taught to seek criticism, not to shun it. Her slogan is . . . "Come and see us at our work and tell us where we may improve it."

• • •

To a Child

MRS. ELIZABETH CLARK JOHNSON
Lincoln School, Corona

FOR you I'd turn this world
All inside out.
I'd show you Nature's hidden ways—
I'd chase away your doubt.

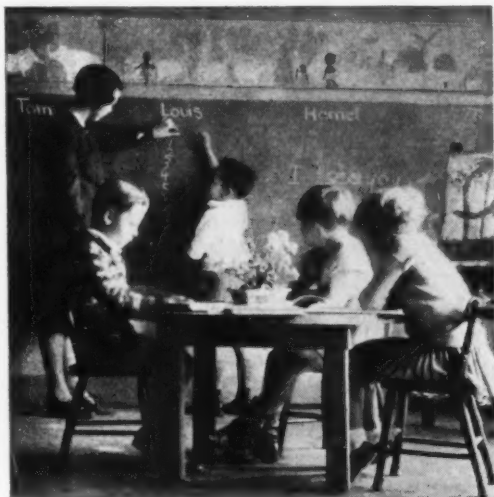
I'd take the wonder from your lips
The questioning from your eye,
I'd pierce the veil that threatening
Clouds the shining from the sky.

But should I do all this, dear child,
You'd lose what Dawning flings,
I'd rob you of the thrilling joy
Your own discovery brings.

• • •

Doubleday, Doran and Company, publishers, of Garden City, New York, are issuing a particularly charming series of "Little Books For Little Children" by Edith Rickert.

Another series for small children, by the same publishers, is written by Evelyn Hood, and is entitled "**Beginning at Six.**" The story of an aviator and the story of a head of police are initial volumes. These books, each of a few pages and with many illustrations, are designed for children who are just beginning to read.



In the well-planned modern school program the teacher has time to work with individual children.

The World Conference

LUCY COTREL

Le Conte School, San Francisco

THE original idea of the World Conference of the National Education Association was that of creating and recreating the great unifying international ideal. Though the World Conference has grown—has many sections: pre-school, library, vocational, home and school, special, etc., the great underlying thought is still the same.

Three thousand educators from every European country, many from America, South America, China, India, Japan—all imbued with the spirit of helping the boy or girl at home to a higher level, to a broader thought of a common brotherhood—this indeed is a demonstration of internationalism.

For seven days to be listening to the same speakers, to be visiting the same places, to be eating together, and, best of all, to be thinking together—this was my privilege. Geneva with its traditions, with its beauty, with its heaven-reaching Mount Blanc, was indeed the fitting setting. And Geneva was kind to us. She gave us delightfully comfortable days, and we San Franciscans felt at home.

Perhaps the keynote of it all is told in the sign on the Exposition Building: "The Era of Education". That is it—we were to know not only what education has done, but what it must do: "The raising of the general standard of education is the means of international understanding".

It is a big task to go to any educational convention; one is pulled hither and thither. "I have come so far—I must not miss the best". The American meetings each day at six (note the hour), with short talks on what had been heard, kept us posted on the good things we missed. Meetings from 9 to 12—then at 2—some afternoon social affair—5 o'clock, 6, and the evening at 8:30, usually 9—it's a great life, and we didn't weaken.

Many meetings were lengthened by the translations into or from French, so that nothing might be missed. It is one thing to have "bread and butter" French and another to follow an educational paper. Atlanta's breakfasts, luncheons and dinners were not duplicated in Geneva. I think we Americans missed that kind of social contact, but there was a reception by the city, two beautiful garden parties, and the lake trip.

As I see it, the co-operative idea in our social development has become a part of our educa-

tional system. But this idea needs to be extended to include other nations.

Some one said: "The world's peace at this moment is in the hands of the teachers of the world". That our hands shall help bring this peace is our responsibility. The child's keen sense of justice, his lack of prejudices, his interest, on these we must build a new mental attitude.

As I heard the resolutions read and discussed, I felt proud to sit among such a group of people.

To look forward to the time when school-books shall not glorify one nation at the others' expense, when the moving-pictures and the newspapers shall contribute toward a world friendship ideal, when international travel shall be promoted, when all educational opportunities shall be increased, is an inspiration in itself.

Best of all, the resolutions are backed by a committee headed by great leaders and thinkers, who will make for these resolutions working centers.

These are just a few which show the ideas and ideals of the great World Conference of 1929, headed by Dr. Thomas, the man who had the vision. By the way, Dr. Thomas has a wife—a little lady full of energy and interest—a good talker too. Long life to the two leaders from the old State of Maine!

With the adoption of these great resolutions, the 1929 Conference came to an end.

Now it is over, and we humble listeners must move on—but we were comforted by the beautiful reflections of the lights from the bridges, the avenues on the lake, and the Isle de Rousseau. Perhaps we too could give back some of the light we had received.

* * *

Huntington Lake

MARY BRADBURY WILLIAMS, *Bakersfield*

IF it were done for gain, for gold, for greed,
What care we, who camp beside its shore?
It matters not to us, the builders' creed
The Paradisal product matters more.
The leaping fish that blur its mirrored pool
In the still dawn, the feathered flocks
That fearless fly above its cooling deeps;
It matters not to them who rent the rocks
To bring the foaming flood from hidden steep.
And if a thousand stiff, stark poles are seen
Dipping their knees in its sapphire rim for miles,
What matters it to fish or bird or man
If we but share the radiance of its smiles?



The McFarland High School

Two New California High Schools

PAUL VANDEREIKE, *Principal*

TWO new, four-year, branch high schools, sponsored by Kern County Union High School (Bakersfield) and located at Shafter and McFarland respectively, came into existence last summer. Shafter high school for the past year and McFarland high school for the past three years have been operating as two-year institutions under the supervision of the vice-principal from Bakersfield. Both communities were so anxious to have their own four-year institutions that the high school board of the Bakersfield high school acceded to their request.

Kern County Union High School district, being of considerable extent in area, is merely patterning, in this instance, after those cities in which several high schools are governed by one superintendent and one high school board. Handsome buildings for housing the students were erected about a year ago at a cost of \$50,000 each. Next year two additional units for manual arts, home economics, and science will be built.

There are two reasons for establishing these schools: One is historic and the other economic. Sixteen years ago, Kern County, whose area is 8000 square miles, had but one high school, a county institution established in 1896 under legislative act of early date.

As oil and agricultural interests became centralized in restricted communities, local educational needs demanded local high schools. In due time the rich oil districts of Taft and Maricopa and the prosperous agricultural sections about Wasco and Delano were organized into

independent high school districts, making the rest of the county Kern County Union High School district.

Later other communities in the remaining high school district, such as the young Shafter colony and the older unincorporated village of McFarland with its tributary farming section, desired independent high schools but did not have enough available assessed valuation to support good schools. They therefore petitioned the Kern County Union High School board for two-year schools, and obtained them, and this year they had their curricula extended to four years with the hope of being accredited to the university as soon as possible.

The economic reasons for establishing these schools are as follows:

1. These rapidly-growing communities are financially unable to maintain good schools that could keep pace with the growth of the community.
2. Parents vigorously object to having their children take the daily 40 to 50 mile bus ride to Bakersfield.
3. It was found by careful calculation that it was cheaper to maintain a good high school plant at each of these places than to transport the ever-increasing high school population to the Bakersfield plant.
4. Establishing branch high schools will help to reduce transportation problems and problems of administration in the Bakersfield high school and junior college, the registration of which now exceeds 2500.

The school plant at each branch is really a replica of that of the larger parent institution, ample allowance having been made for future expansion. At present there are six class-rooms

The Shafter High School



in each, two of which are being used for manual arts and domestic arts respectively, one for typing, one for agriculture and biology and two for academic subjects. The two academic rooms, having a movable partition between them, may be joined so as to make one large room for assemblies and evening programs.

A small library adjoins one of the class-rooms, so arranged that it may be supervised by the class-room teacher. The shower-rooms are so constructed that in the future a gymnasium may be built between and adjoining them. A shop and music unit and a chemistry and home economics unit will be built next year. The enrollment this year is 90 in each school for the three years.

A flourishing evening high school for adult education has been established in each place.

An independent high school district has also been established in the county this year in the Tehachapi Mountain section. The high school plant is located at Tehachapi, about 44 miles southeast of Bakersfield.

* * *

Inspiration From Science

PARK LOVEJOY TURRILL, *Instructor of Chemistry*
Glendale Union High School

SCIENCE seeks to discover and report the truth. Science is interested in the theory, but The Truth is the ultimate aim, to prove or disprove the theory. Science seeks accuracy, for accuracy is an attribute of, and on open road to the attainment of the ultimate goal, truth. Science seeks the truth because in the accomplishment of this purpose new means and new ways are disclosed to use the discovery in the enrichment of life.

The modern wireless telegraph illustrates this point. When Hertz discovered that electrical pulsations in the ether could be reflected, transmitted, and received at will of the research worker, he little thought, he little dreamed that some day his discovery of the truth would have immense practical value, not only in saving lives and property, but in the entertaining of millions of people. Marconi seized upon this "new grain of sand", picked up from the seashore of scientific facts, discovered and undiscovered, and employed it in the service of mankind.

Today one listens to a wonderful concert, or the rendition of a thrilling opera, broadcast from a stage hundreds or even thousands of miles away; this, the direct practical result of research completed decades before, by some patient scientist. Today one travels the ocean wide, knowing if anything happens to disturb the peaceful progress of the trip, an "S.O.S." will

soon be broadcast to a score of ships, ready to rush to the scene to "stand by."

Again, one might take as his illustration the modern automobile. Scores of research engineers, working for years and years, have developed the modern machine. It is not an accident. No great development is an accident. It is the natural result of careful planning, accurate thinking, cautious theorizing, and months of painstaking experimentation. Even the men who did the thinking, even the patient research workers who "carried on", far beyond their original intentions, were men who through years of the most arduous labor, had trained themselves in schools of engineering for their task of serving mankind.

Madame Curie disclosed to a startled scientific world the marvels of radium, and the radioactive series of chemical elements. This was accomplished through a series of over 10,000 separate and distinct crystallizations, starting in with tons of pitchblende, and ending with only a few-tenths of a gram of radium bromide. This, however, had 10,000 times the power to discharge an electroscope that the original pitchblende possessed. Her service to humanity is immeasurable. Many sufferers from cancer—that dread scourge of modern life—are materially aided by radium treatments.

Wöhler, modest chemist that he was, little knew the effect, 80 years later, that his discovery would have on modern business, when, (1828) in attempting to obtain ammonium cyanate from the reaction of ammonium chloride and sodium cyanate, he produced urea,—thereby unlocking the door that for centuries had separated organic from inorganic chemistry.

Today, as a direct result of his discovery, scores of trained organic chemists are producing dyes, chemicals, synthetic medicines, perfumes, explosives, paints and varnishes, and other products from slimy black coal tar, to say nothing of a vast series of inorganic chemicals also obtained from the by-products of coke.

Certain it is that scientific research will find practical application, be it now or many distant years hence. The flag of modern science is never furled, nor is the baton ever laid to rest. Modern education can best serve the nation's youth by "carrying on" in the same spirit.

* * *

Mrs. Louis J. Taft, of Colusa, is U. S. field secretary in the educational department of the W. C. T. U. This department has recently published a valuable and authoritative 39-page bulletin entitled "Temperance education in American public schools."

Part one, by Miss Charl O. Williams, of the N. E. A., deals with the value of temperance education in the schools.

Part two is committee report on the present status of provision for public school instruction as to the nature and effects of alcoholic drinks and other narcotics. Many California teachers will desire to avail themselves of this useful bulletin.

Playgrounds Conducted by Student Managers

VIRGIL D. DAHL, *Supervisor of Physical Education, Inglewood*

OPERATING playgrounds under student management proved a valuable experiment in Inglewood during the past summer. Five playgrounds were opened five mornings each week and a sports program was conducted in kickball, indoor baseball, soccer and volley ball. Tournaments were held in checkers, golf, ping-pong and tennis, all handled by student managers.

Playgrounds were opened in the morning to enable the children to take advantage of the Union High School plunge, which was opened to the children of the district during the afternoon through the courtesy of the Union High School board.

Student managers were selected primarily for their ability as leaders and varied in ages from 13 to 17. Two boys were placed on each of the five playgrounds, one acting as manager and one as assistant. The manager took general charge of the playground; his assistant organized and conducted the sports activity. All boys attending the playgrounds were on some team; activity was scheduled for every minute of the playground period. The teams were classified into four divisions and competition held between teams of equal playing ability. Each team selected a nickname; daily standings were published in the local papers.

Boys qualifying as managers received a sweater with the playground insignia; assistant managers received a cap with a gold "I". This was the only pay received by the boys. The awards were paid for by a paper drive conducted during the summer. All playground managers have applied for a place next year. There is a large waiting list, which proves that the awards are ample remuneration.

Resourceful Playground Managers

Playground managers turned in a daily report sheet to the central playground where standings were compiled and new schedules issued. The reports included the number visiting the playground; accidents, if any; the names of trouble makers; and the results of games played. The playground managers were ingenious in handling disciplinary cases, solving the problems by methods ranging from the spanking machine to a detailed point system.

The seven weeks' period was culminated by a playground night held August 17, when each playground contributed to a program including tumbling stunts, a harmonica contest, skits and

music. At the close of the program the mayor reviewed the development of community recreation and prophesied future development.

The following points are considered fundamental in the success of the plan:

1. Competent managers capable of assuming control.
2. Full co-operation of the school board and use of facilities.
3. A friendly press willing to publish daily standings and support the program with favorable publicity.
4. Standard rules of conduct firmly enforced.
5. Complete organization of children and activities.

The playground movement was started by the local parent-teacher association last year when they raised funds for opening one playground and was taken up by the members of the school board, who hired a director for the activity this year.

The co-operation of these three bodies together with the local service clubs and the American Legion has developed the beginnings of a well-rounded program of recreation, including in addition to the playgrounds at the five schools, a new well-equipped municipal playground and small children's plunge in Centinela Park, and night ball accommodations on the Intermediate school-grounds. The total number of persons participating in the program this summer is estimated at 37,000.

* * *

A Prayer

From a tablet in Chester Cathedral, England

GIVE me a good digestion, Lord,
And also something to digest.
Give me a healthy body, Lord,
With sense to keep it at its best.

Give me a healthy mind, good Lord,
To keep the good and pure in sight.
Which seeing sin is not appalled
But finds a way to set it right.

Give me a mind that is not bored,
That does not whimper, whine or sigh.
Don't let me worry overmuch
About the fussy things called I.

Give me a sense of humor, Lord;
Give me the grace to see a joke
To get some happiness from life
And pass it on to other folk.

The Initiative

ALFRED E. LENTZ, *Legal Advisor*
California Teachers Association

IN 1911, section 1, Article IV, Constitution of California, was amended by adding thereto a provision beginning with the significant phrase: "The first power reserved to the people shall be known as the initiative." That sentence dedicated to the people of California the right to legislate for themselves; without the necessity, if they so choose, of employing that medium of sometimes doubtful worth, the legislature, and without the danger of being checkmated through the use of the veto power by the governor; thus making the electors of the state the supreme law-making body of the state.

It may not be generally known that there are **two forms of the initiative**. One form is used when the proposition is to be submitted directly to the vote of the people, the other when the proposition is to be submitted to the legislature. The latter is rarely, if ever, used. The former is the form most commonly used.

The mechanics of invoking the initiative are simple, involving as it does, only the securing of the required number of signatures to a petition, prepared in proper form, and the submission of that petition to the Secretary of State in accordance with law. True, there are other requirements, but they are minor and easily met.

Those who succeeded in giving to the people of California the initiative did their work well. Not only did they provide a simple and effective method of allowing the people to legislate directly, but they wrote the initiative into the Constitution, removing it forever from the danger of legislative interference.

The power of the initiative lies in the fact that once a petition is begun, no one can stop its progress save its proponents or the people of the state themselves. No political machine nor any person or group of persons can by any means stave off the imposition of the will of the people upon them.

Since 1911, when the constitutional provision authorizing the initiative was adopted, there have been some 65 measures proposed by the use of the initiative, of which 18 have become law. Among the more important laws and constitutional amendments enacted through the power of the initiative have been the following:

1. **Abolition of Poll Tax** (1914) Constitutional Amendment. Amended section 12 of Article XIII of Constitution.

2. **Torrens Land Act** (1914) Statute, (Deering Act 8589, Stats. 1914, p. 1932).

3. **Allen Land Law** (1920) Statute, Deering Act 260, Stats. 1921, p. lxxxiii.

4. **Finances of State School System** (1920) Constitutional Amendment. Amended section 6 of Article XI of State Constitution.

5. **Providing for State Budget** (1922) Constitutional Amendment. Amended section 34 and repealed section 29 of Article IV of State Constitution.

6. **Chiropractic Act** (1922) Statute. (Deering Act 4811; Stats. 1923, p. lxxxviii.)

7. **Regulating Boxing and Wrestling** (1924) Statute. (Deering Act 6129; Stats. 1925, p. lxxxix.)

8. **Legislative Reapportionment** (1926) Constitutional Amendment. Amended section 6 of Article IV of the Constitution.

It is the purpose of this article to set out in as much detail as space will permit the manner in which the initiative may be called upon.

I. To the People

a. Circulation of Petition

The initiative may be used either to propose a statutory law or an amendment to the Constitution when the proposal is submitted directly to the people.

Across the top of the petition must be printed in 12-point black-face type the following: "Initiative measure to be submitted directly to the people." Prior to the circulating of an initiative

Ring out Tuberculosis Ring in health



BUY CHRISTMAS SEALS

The National, State, and Local Tuberculosis
 Associations of the United States

petition, its proponents must submit a copy thereof to the Attorney General with the request that he prepare a title for the petition and a summary of the chief purposes and points of the proposed measure. The title and summary must not exceed 100 words (Political Code 1197a). The petition must set forth in full the title and text of the proposed measure which must be in proper form. That is, the proposed measure if a law, must not include more than one subject and that subject must be expressed in the title of the measure. (Article IV, section 24, Constitution.)

Signers of the petition must be qualified electors of the state. No person may sign any initiative petition on or after January 1 of any even numbered year unless he has made on or after that date an affidavit of registration. At the time of signing the petition, the signer must state on the petition the date upon which he signed. (Political Code 1083a.)

The number of signers must equal in number 8 per cent of all the votes cast for all candidates for governor at the last general election at which a governor was elected. According to the "Statement of Vote" issued by the Secretary of State in 1928, the number of signatures needed for initiative measures to be submitted in 1930 is 91,520.

Each signer to the petition must, in addition to his signature, give his residence and election precinct.

The petition may be circulated and presented to the Secretary of State in sections but each section must contain a correct copy of the title and text of the proposed measure. In addition each section of the petition circulated must have placed above the text of the proposed measure the title and summary prepared by the Attorney General as pointed out above (Political Code 1197b).

Each section must bear the name of the county in which it was circulated and must bear the affidavit of the person soliciting signatures stating his own qualifications that all signatures thereto were made in his presence and that to the best of his knowledge and belief each signature is that of the person whose name it purports to be. The Secretary of State may not refuse to file a petition because the affidavit fails to state all the qualifications of the person circulating the petition or section thereof, if he is in fact qualified and satisfactorily proves those qualifications.

Petitions verified as mentioned above are prima facie evidence of the genuineness of the signatures thereto and are signatures of qualified electors. It is specially provided that the petition shall be presumed to contain the required number of signatures until it is proved otherwise upon official investigation.

b. Filing of Petition

Every section of a petition circulated in any county or city and county must be filed at the same time with the county clerk of that county or city and county. Fractions of a day, however,

are disregarded so that it is sufficient if all the sections of the petition are filed on the same day.

Within 20 days of filing the official with whom the section was filed, must determine what number of qualified electors have signed the petition. In those counties or cities and counties in which there is a registrar of voters, he must perform the duties of the county clerk respecting the handling of initiative petitions.

The county clerk then forwards them to the Secretary of State with his certificate of the result of his examination of the signatures.

WITHIN 40 days thereafter, supplemental sections or petitions, which, of course, must have been circulated in accordance with law, may be filed with the county clerk, the body of which must be identical in all respects with those originally filed. The purpose of supplemental petitions is to make up the aggregate number of signers required. They may not be used to correct defects of the original petition. These are in their turn transmitted within 10 days after their receipt to the Secretary of State.

Upon the receipt of the petitions the Secretary of State must immediately notify the county clerk who transmitted them of the fact of their receipt, by transmitting to the clerk or registrar his certificate of such receipt. The Secretary of State is not required to make any certificate until there have been filed with him petitions having a sufficient number of signatures.

A petition is deemed filed with the Secretary of State when he has received a certificate or certificates indicating that the petition has been signed by the required number of qualified electors.

c. Placing of Proposal on Ballot

After the petition has been filed with the Secretary of State and has been found to be in the prescribed form with the required number of qualified signers, the Secretary of State must submit the law or constitutional amendment proposed by the petition to the people at the next succeeding state general election occurring 90 days subsequent to the presentation to him of the petition. Or the governor may call a special election at which the proposed measure may be voted upon.

In placing the proposal on the ballot the place where the proposal is to appear is determined by the Secretary of State. To the Attorney General is given the duty of preparing the ballot title for the proposal. Any person interested in an initiative measure may, at least 130 days before the election, file a copy of the proposed measure with the Secretary of State with a request that a ballot title be prepared therefore.

The Secretary of State must then immediately send the request to the Attorney General who must within 10 days after receiving the request prepare and return the ballot title to the Secretary of State. A copy of the proposed ballot title is then mailed by the Secretary of State to the person who made the original request.

Any person displeased with the title prepared by the Attorney General may, within 10 days

after the Secretary of State mailed the copy of the ballot title, file with the Secretary of State his objections to the proposed ballot title. Then the whole matter is referred to the board of title commissioners, composed of the justices of the Appellate Court in and for the third appellate district.

The board fixes a time for hearing and after hearing all interested parties, prepares the ballot title. The title prepared by the board must be certified by the board to the Secretary of State within 10 days after the receipt by the board of the fact.

Before any election to vote on an initiative measure, however, the Secretary of State must print the proposed measure, together with arguments for and against the measure and a copy thereof mailed to each elector within the state. The arguments for the measure must be prepared by its proponents and the arguments against by its opponents.

The persons to prepare the arguments must be selected by the presiding officer of the State Senate. Should the proposal be approved by a majority of the electors, it becomes effective 5 days after the date of the official declaration of the vote by the Secretary of State. It is not subject to the veto power of the Governor, nor may it be amended or repealed except by a vote of the electors unless otherwise provided for in said initiative measure.

SHOULD two or more initiative measures be approved by the voters at the same election conflict, the measure receiving the highest number of votes prevails.

When, for any reason whatever, an initiative measure is not submitted at an election as provided for, it may be submitted at a succeeding general election. As a means of enforcing the submission of initiative measures as the constitution directs, it is provided that no law or amendment to the constitution, proposed by the legislature, shall be submitted at any election unless at the same time there shall be submitted all initiative measures proposed by the electors in the manner provided.

II. To the Legislature

a. Circulation of Petition

The constitution evidently does not provide for the submission of a proposed constitutional amendment to the legislature through the use of initiative. The submission of a proposed law by initiative to the legislature is similar to the submission of the proposal directly to the people. There are some differences which are indicated below.

The petition must bear the phrase: "Initiative Measure to be presented to the Legislature" in 12-point black-face type.

The signers must be qualified electors and there must be a number of signers equal to 5 per cent of all the votes cast for all candidates at the last preceding general election at which a governor was elected. For petitions presented to the Secretary of State, before the 1930 general election, the number of signers required would be 57,206.

The circulation of the petitions is conducted in the same manner as initiative petitions for proposals to be submitted directly to the people. It is not necessary, of course, that a ballot title be prepared for an initiative measure to be submitted to the legislature. But the proponents of the initiative must submit a copy of the petition to the Attorney General who must then prepare a title for, and summary of, the petition as in the case of the petition for a proposal to be submitted directly to the people.

b. Filing of Petition and Submission to the Legislature

The petition must be presented to the Secretary of State not less than 10 days before the commencement of any regular session of the legislature. The Secretary of State must transmit the petition to the legislature as soon as it convenes and has affected its organization. The legislature may not change or amend the proposed legislation and must either reject or enact it within 40 days after the legislature received it from the Secretary of State. Should the legislature reject the proposal or refuse to act upon it, the Secretary of State must submit the proposed measure to the people at the next succeeding general election.

The legislature may in rejecting the measure proposed, propose a different initiative measure than the one submitted to it, and if it does both measures may be submitted to the people at the next general election, or the governor may call, in his discretion, a special election for that purpose.

MEASURES proposed to the legislature by initiative petition and enacted into law are subject to the referendum. It appears to be evident then, that a measure so proposed may not be enacted as an emergency measure and may not become effective until 90 days after the adjournment of the legislature the same as any other statute enacted by that body. A measure so enacted, however, is not subject to the veto power of the Governor.

Liability of Districts

For Injuries to Pupils

THE case of Ahern vs. Livermore Union High School District (59 C. A. D. 1001, 267 Pac. 1032), was an action brought under Deering Act 5619 (Stats. 1923, p. 675), by a high school pupil enrolled in a manual training class, to recover for injuries caused by coming into contact with a circular saw. It will be recalled that this is the same statute on which the case of Dawson vs. Tulare Union High School District (58 C. A. D. 1237), reviewed in the June 1929 number of this magazine, was based. The pupil alleged and proved that the saw was improperly guarded and that the manual training

instructor knew of the danger but neglected to remedy the condition.

In the Superior Court plaintiff recovered. The defendants appealed and the decision of lower court was reversed but only because of the erroneous instructions given to the jury by the trial judge. This must have been somewhat of a shock to the plaintiff, since the instruction given by the lower court was exactly what he had asked to be given. Had it not been for the erroneous instruction, the Appellate Court strongly intimated that the lower court would not have been reversed and that the plaintiff would have been sustained.

It may be interesting to set forth here the instruction which was held to be erroneous. The instruction held erroneous follows:

"If you find that the defendant, district or any of its officers were negligent, which negligence was the proximate cause of the plaintiff's injuries, while a pupil in the defendant's school without any negligence on the part of the plaintiff proximately contributing thereto, then and in that event, defendant is liable in damages to this plaintiff."

The Appellate Court held that the responsibility of a school district under the law is measured by D. A. 5619 and that to recover from a school district thereunder, the plaintiff must show:

1. The existence of a dangerous condition.
2. The knowledge or notice of the district or an officer thereof, or person having authority to remedy the condition, of the dangerous condition. In *Dawson vs. Tulare Union High School District* (Supra) it was held that such knowledge or notice might be constructive and need not necessarily be actual.
3. Failure of the district or such officer or person to remedy the condition within a reasonable time.

High School District Taxes

THE Supreme Court of California on September 27, 1929, handed down a decision of much importance to those interested in the levy of high school district taxes. The decision was given in the case of *Johnson and Downs vs. Board of Supervisors of the County of San Diego* (78 Cal. Dec. 425). The suit was based on the action of the board of supervisors when the board to meet a high school district budget fixed the district tax rate at more than 75 cents. The plaintiff claimed that this was illegal because Political Code section 1755 fixed the maximum tax rate at 75 cents.

Briefly the court held that the tax limit of 75 cents on the \$100 for high school purposes as

fixed by the proviso of Political Code section 1755 applied only to taxes levied under the provisions of that section, that is, to taxes levied during the first year of the existence of a high school district for purchasing a school lot, procuring plans and specifications and erecting a suitable building, of supplying the same with furniture and necessary apparatus and of fencing and ornamenting the grounds.

For high school districts which have passed their first year of existence, there is apparently no limit to the tax which may be levied for high school purposes. Unless the effect of the decision of the court is to make the maximum rates of tax fixed by section 4.490 of the School Code (formerly Political Code section 1839) the maximum rate for high school districts as well as for elementary districts, the court intimates that a tax limit does exist.

This suit arose before the enactment of the School Code. The later enactment of the code may again allow the question of a high school district tax limit to be raised again, for the court in making its decision in the instant case, held that as the provision fixing 75 cents as the tax limit was a proviso of Political Code section 1755, it could apply only to taxes levied under that section. The School Code, however, makes a separate section of that proviso in section 4.563. However, there is a section of the School Code (Section 2) which states that the provisions of the code, so far as they are substantially the same as laws existing at the time of the enactment of the code, must be construed as continuations thereof and not as new enactments.

This provision may have the effect of not disturbing the decision of the Supreme Court since section 4.563 of the School Code is the same as the proviso of Political Code section 1755. But until these questions are judicially decided and disposed of, the decision of the Supreme Court in the instant case is the law.

A Correction in the Report of Membership in the California Teachers Association

IN the recent report of membership in the California Teachers Association, the percentage of membership in the C. T. A. in Glenn County should have read 87.7 per cent instead of 8.77 per cent as published; Fresno County percentage in the C. T. A. should have read 79.8 per cent instead of 7.98 per cent.

These changes make Glenn County twenty-fifth in rank among the counties and Fresno thirty-second, while counties with smaller percentages than Glenn and Fresno Counties would change one to two positions in rank on account of the rearrangement of the figures.—Willard E. Givens, California State Director of N. E. A.

Stanford University: Victory Song

Come Join The Band

Air: "The New Colonial March."

By Permission.

Words by
AURANIA ELLERBECK

Music by
R. B. HALL

The musical score is written for voice and piano. It features a key signature of two flats (B-flat and E-flat) and a time signature of 8/8. The melody is in the treble clef, and the piano accompaniment is in the bass clef. The lyrics are written below the vocal line. The score consists of four systems of music. The first system includes the lyrics 'Come join the band' and 'And give a'. The second system includes 'Af - ter the game' and 'When Stan-ford'. The third system includes 'cheer for Stan ford' and 'red'. The fourth system includes 'red has won the day'. The fifth system includes 'Through - out the land' and 'Our ban - ner'. The sixth system includes 'Prais - ing her name' and 'Down to the'. The seventh system includes 'wav - ing' and 'head'. The eighth system includes 'field well force our way'. The score ends with a double bar line and a fermata over the final note.

Come join the band" And give a
Af - ter the game When Stan-ford

cheer for Stan ford red
red has won the day

Through - out the land Our ban - ner
Prais - ing her name Down to the

wav - ing head
field well force our way

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Stan — ford for you — Each loy - al
And on the green — Each man who

com — rade brave and true — With
joins the ser — pen — tine — With

might and main sings this re — frain, "For —
might and main sings this re — frain "For —

— ev — er and for ev — er Stan - ford red. —
— ev — er and for ev — er Stan - ford red. —

Come Join etc 2

Music and the Youth Movement in Germany

DR. HANS LESCHKE, *Director*
San Francisco Municipal Chorus

THE German youth-movement, that started about 20 years ago, could be compared to our Boy-Scout and Camp-Fire Girl organizations. Youth wanted to lead its own life, near to nature, away from the necessities of the struggle for existence. There music was, in the beginning, only a more or less noisy singing of march-songs; but soon folk songs were cultivated.

With friendship and fellowship as underlying forces of life and with a strong group-spirit prevailing, it was only natural that the modern folk song, sentimentalized and an offspring of a strong period of individualism, was repudiated. Only the genuine old folk song, especially of the 15th and 16th century, was cultivated.

These folk songs are the adequate expression of a period of strongest group-feeling. The "I" of the old folk song is the individual only as representative of the group. These old songs were sung around the camp-fire, as a mother sings her child to sleep, as a part of life. This strong identity of music with real life is one of the outstanding features of the movement.

Singing groups crystallized, which, under the leadership of Fritz Joede, tried to give form to their life through music. The religious folk song, with its simple and strong expression of the irrational forces in life, was revived. A wonderful renaissance of the singing of old folk songs was really the first result of the youth-movement.

Polyphonic music was taken up. True polyphony was a symbol of the singing group. Different individual voice-parts form a unit, as different individuals are united through their service to music. All the beautiful old madrigals of the 15th and 16th centuries were now sung; Palestrina, Lassus, Josquin, Bird, Senfl, Hassler, Schuetz, Purcell, Bach were cultivated.

Singing of the old masters was by no means influenced by historical viewpoints. The fact was, that a group of young people was striving for a music that was adequate to their ideals of life. Since they could not find it in contemporary music, they had to look back to a period that showed a kindred attitude toward life, and that was especially late renaissance and early baroque.

A stronger organization of the singing groups ("Singkreise") took place, and in a monthly periodical ("Musikantengilde") the experiences and theories of the leaders were published. Subjects like melody-building, form and style were extensively treated.

The whole attitude of our movement (now called "Singbewegung") toward music is opposed to romantic ideals. To romanticism, music is first of all subjective expression of the feel-

ings of the individual. To the "Singbewegung" music is objective, a spiritual, cosmic force above the individual. It finds its incarnation in tones. The composer is the resonator of this cosmic music. This conception reminds one strongly of the "platonic ideas." The forming, group-building forces of music are emphasized. Many of the other arts isolate.

Music forces a whole group to feel simultaneously the same rhythm, to follow the same melodies, it is group-forming. The attitude in singing and playing is to give one's self to music, willing to be formed by it. It is service to a spiritual force, not pleasure, intoxication.

The new movement tries to overcome as much as possible the usual form of our musical life, the concert, with its contrast between performer and audience, in the worst case, between a performer who wants to show off and a blasé-critical or sleepy audience.

The new movement grew tremendously, hundreds of new singing groups were formed, the students of the universities got interested and the "Singkreise" sang the polyphonic masses in the churches, the madrigals and canons on the market places, the folk songs with the peasants in the villages, and some groups traveled as far as Norway, Russia, etc., to make other nations acquainted with their ideas.

A New Program of School Music

In two directions the new movement has expanded and exerted a great influence. First of all in school-music. Joede published two excellent collections of folk songs, choruses and canons; the "Musikant" and the "Kanon", and several books explaining how to make children really feel and experience music through improvisation, etc. The whole attitude of a great many schools toward music changed. Here are the first three paragraphs of a report on the musical curriculum of a modern school:

1. *Music is not a special subject but an integral part of the whole educational work, way beyond mere "instruction".*

2. *Youth should find a sincere and deep relationship to music. Its character and life should be influenced and formed by it, therefore teaching of music is obligatory in all classes and grades.*

3. *Music should give to the whole school life unity and importance.*

The other direction in which the new movement was influential was the church-music. Music in church had often become a kind of concert, beautifying the service, but not an integral part of it. The church-choir was a singing-society, not a part of the congregation. To make people again "pray in singing and sing in praying" is the goal of our movement.

The future life of the movement will depend on the amount of creative talent it will produce. Its tremendous influence in the present cannot be denied.

Fifth Grade Geography and History Project

MARIAN ASPEN, *Principal, Central Intermediate School, Baldwin Park*

WHEN the children came to school one morning they found half of the black-board covered with colorful pictures of California. At the top were views of old California, from those of the first Mission to those of the days of the gold rush. (Many of these interesting pictures were the covers of the Sierra Educational News which I had saved.)

At the bottom were lovely views of our mountains, forests, cities, harbors, etc. (Many I had cut from the "Touring Topics", Los Angeles Times mid-winter edition, etc.)

We gathered around them, admiring and discussing them. We decided to collect all pictures of California that we could find and put them in a large scrap-book which I had brought. Interest was transferred from merely collecting the pictures to studying them.

A series of problems was then worked out.

Problem I. What did the Mission Fathers do for California?

Minor problems—

- a. What motives sent the Mission Fathers to Mexico, then to California?
- b. What explorations had been made along the coast?

1. Silent reading

In Old California: Fox
Seeing California: Padden
California Supplementary: Macey's Beginning History
California the Golden: Hunt
California the Wonderful: Markham

2. Written English, (Individual assignments)

Stories about Drake, Magellan, Balboa, Cabrillo, Father Serra and his labors and the Indians.

3. For morning exercises I read most of the History of California by John Steven McGroarty.

4. Concrete experiences

Many of the children visited the mission at San Fernando. We also enjoyed the play at San Gabriel.

5. Oral English

In our Friday oral English club the children told interesting stories which they had been reading about early California, discussing each other's reports.

6. Art

The children painted Cabrillo's ship, the Missions, coming of the relief ship in San Diego Bay, the Indians, etc.

7. Industrial arts

The boys made the Carmel Mission out of little clay bricks, using corrugated pasteboard, painted red for the tile roof. Small models were made from bars of naphtha soap.

One boy made the early ox-cart.

We made the map of California on our sand-box, putting in tiny clay models of the first two Missions, rivers, mountains, harbors, etc.

The girls wove a small blanket in the primitive manner of the early Indians; the boys made the hand loom.

We made clay dishes and pottery; the matate for mashing grain.

8. Nature study and agriculture

The indigenous trees of California (live oak, mountain evergreens, etc.),

Trees imported; citrus, olive, eucalyptus, etc.

Irrigation—method taught by the Mission Fathers—

Compared with modern method stock raising:

Sheep-shearing

We compared old process of washing sheep and clipping wool by hand with modern method.

Planting and harvesting.

Problem II. What were the steps in the development of California?

1. Silent reading

History of California: Bandini
California the Wonderful: Markham
In Old California: Fox
The Spanish in the Southwest: Westerburn
The Donner Party
(Individual assignment)

2. Oral English

The Discovery of Gold.
Discussions of methods of mining in days of '49, compared with present day mining, pictures were shown of each, placer mining was shown on our sand-table.

3. Dramatization, "The Discovery of Gold": Fox

4. Geography correlation

Finding routes over which people came to California.

Miniature covered wagons appeared on the sand-table.

Results of discovery of gold:

Increase of population (compare with present).

Stimulation to ship-building and shipping.

Other resources developed:

Agriculture.

Lumbering; compare methods then and now.

Growth of towns.

At the end of the study we compiled, into booklets, the stories and pictures we had made. The covers were made in art class and much of the written work was correlated with penmanship.

* * *

Mrs. Ethel H. Schorn, one of the teachers in the Burnett school in Santa Clara County, was promoted to the principalship at the beginning of this term.

A Day at the Beach

MURIEL G. BROWN

Barton Hill School, San Pedro

BEING fortunate in living in a beach town and realizing that all children delight in ocean-shore activities, three of the teachers in our building planned to take their classes to spend a day at the local beach. It was intended to be a special treat before the close of school.

There were two B-1 classes and one kindergarten class. A note was mimeographed and sent to each mother several days before the event; signing the name being permission for the child to go. There were very few not allowed to go.

The appointed day brought the eager children on time with clean shining faces and old dresses and coveralls and no stockings, some with shoes and some without. By means of a safety-pin an arm-band was pinned on each child which identified him from other children on the beach.

The classes were distinguished by different colored bands, one class used blue, one yellow, and one red. The bands were strips of cambric, 3 inches wide; the child's name was printed on it with black crayola. Seventy-five children flocked into the special chartered bus which conveyed them from the school-door to the beach, which is about a mile and a quarter from our school.

On arriving at the beach the classes were taken to a spot apart from the regular bathers, so it would be easier to keep them together. The lunch boxes, and all the shoes and stockings, were placed together. Dresses were rolled under panties and coveralls were rolled over knees and everyone went wading in the shallow water while the tide was out. Beach balls and pails and shovels were put to use and the teachers joined in the fun too. Some youngsters buried each other in the sand, others gathered all sorts of shells to take back to school.

In the middle of the morning each child was given two pieces of fruit from the fruit-box which contained apples, oranges, bananas, peaches, and plums. More games were indulged in until noon-time, when sea air made hungry appetites. The teachers rounded up their groups and visited the nearby bathhouse where drinks were obtained and hands made clean before eating.

Returning to their place on the beach each group sat in a circle around their teacher who opened the large box she had prepared. There were two large sandwiches for each child, one peanut-butter and one jelly-filled, which disap-

peared rapidly. Then little cakes and more fruit finished the lunch. The lunch circle provided a means for displaying good manners and social instincts.

The children were not allowed to go in bathing as the risk was too great with so many children to care for. Wading allowed plenty of wetness and exposure to the sun. The different types of boats in the harbor, fishing boats, launches, warships, sail-boats, etc., were noticed and discussed.

Watching the transoceanic liners steam around the breakwater and seeing the fishermen return in their high rubber boots, carrying sacks of fish, were other points of interest. The life guards were admired. Oscar wanted to take a bag full of sand home for his baby to play with, and was unhappy to find that the bag broke and dumped all its contents back onto the beach.

At 1 o'clock the children were piloted to the beach store and each one given a nickel to spend. The value of a nickel was soon realized by some children when they ordered large beach balls and aeroplane balloons, etc. Finally each child had purchased an ice-cream cone, pop corn, etc., the shoes were found and put on, and sandy clothes were shaken out.

With no accidents to mar the day and all the little people tired but happy, even though somewhat bedraggled, everyone was ready to get into the bus to return to school by 2 o'clock. The affair was so successful that these teachers plan to make it an annual event.

* * *

Adult Education and Radio Broadcasting

ANNOUNCEMENT has been made by the American Association for Adult Education, 41 East 42nd Street, New York, that a six months survey has just been undertaken to determine the possibilities of radio broadcasting as a mechanism in adult education.

This study has been made possible by funds supplied by the Carnegie Corporation of New York. The survey is a part of the Association's general policy of fostering the wave of public interest in educational opportunities for those of mature age and is the latest of many which the Association has undertaken in the adult education field.

It will be parallel to and in co-operation with an investigation of the whole field of radio in education begun last summer by a special committee appointed by Secretary Ray Lyman Wilbur of the Federal Department of the Interior, of which Commissioner Cooper of the Bureau of Education is chairman. According to members of the Government Committee, the adult education survey will be of incalculable value in rounding out the work of the Government Committee.

A Letter From Los Angeles

MEMBERS of California Teachers Association:

California Teachers Association invites each and every teacher in our state to join with 45,000 fellow teachers to promote the welfare of education through co-operative effort. Our membership reached the high mark of 35,000 for the current year. A large number of faculties have "the hundred per cent habit".

Since there are 45,000 members of our profession in this state, our goal—"Every Public School Teacher a Member of California Teachers Association"—is still ahead of us. An attractive certificate will be sent to all 100 per cent schools.

High percentage of membership is stressed because your Association needs the support of every teacher in the state and every teacher needs the Association. The California Teachers Association membership year coincides with the calendar year. Membership costs 300-365ths of a cent a day, or \$3 a year.

The profession of teaching will become more attractive only through the intelligent and co-operative effort of our members. The past decade has witnessed a remarkable advance in the education program, due largely to the leadership of our strong and growing education association.

The public believes in schools and is ready to support worthy school programs that have proper publicity. The individual teacher who takes her share of the Association load profits through an unselfish spirit and a broader professional horizon.

"To preserve the prestige and economic gains we have slowly won for ourselves and for the schools, the teaching profession must keep strong organizations in the field. They cannot lapse and be renewed at will. Trained leaders cannot be developed overnight. Eternal vigilance is the price of freedom."

Your Association is democratically organized. Every group of teachers has representation in our Councils. Your Executive Committee invites you to submit constructive suggestions for the advancement of the profession. Progress is realized through organization. The public considers us as one people. A united front is essential if we are to prove ourselves worthy of the confidence of a responsive public.—Very sincerely yours, F. L. THURSTON, executive secretary, C.T.A. Southern Section, Los Angeles.

Little River School

In Humboldt County

DEAR EDITOR:

Our school is just a little four-teacher one, tucked away on the side of a steep hill among the redwoods, over-looking the great ocean. We are in a small lumbering town, yet our building is very modern indeed. Our working conditions are ideal.

We are enclosing one of the many poems which were written by our pupils. This was written by Marjory W. Hemphill, a twelve-year-old girl of the seventh grade in the Little River School. Perhaps it, too, may be considered worth while for the Sierra Educational News. Respectfully yours, JEANNETTE C. CLOW, Principal of Little River School, Crannell, Humboldt County.

My View From the Western Window

MARJORY W. HEMPHILL.

FROM my home upon the hill-top,
The view I like the best
Is from a certain window
That faces toward the West.

I see from the Western window
The ocean large and blue.
With its deep and booming voice,
And its ever-changing hue.

On a clear and sunny morning
The ocean is at its best,
With its lovely azure colors,
And its white and foamy crest.

As the sun is slowly setting,
It paints a rosy glow
Upon the mighty ocean
With its tides that ebb and flow.

I see the ships go sailing by
And the white-winged gulls fly overhead.
And now its after nine o'clock,
So I have to go to bed.

* * *

Two Minutes at Gustine

IT took just two minutes for Gustine High School to become 100 per cent members of the C. T. A. when the matter was submitted to the faculty Friday morning at faculty meeting. We are also 100 per cent C. T. A. so far as placement goes, as all of our teachers are C. T. A. teachers, and strong for the C. T. A. in every way, so one does not have to answer any why and wherefore questions here.

Any assistance that we can render will be given gladly in the way of service to the C. T. A. With best wishes from all the faculty, I am Sincerely, V. R. Belieu, Principal, Gustine Union High School.

California

The Story of the Great West

ROY W. CLOUD

THE Powell Publishing Company, of San Francisco and Los Angeles, is preparing a large nine-volume set of biography, history and tradition which will be of considerable interest to all who love the story of California.

The entire set is under the general name of California but each book has a sub-title which tells something about the material which is included. Five have been completed.

They are: **Pathfinders** by Robert Glass Cleland, Ph. D., Occidental College; **Spanish Arcadia** by Mrs. Nellie Van de Grift Sanchez of the Bancroft Library of the University of California; **Gold Days** by Owen Cochran Coy, Ph. D., University of Southern California; **Oxcart to Airplane** by Rockwell D. Hunt, Ph. D., University of Southern California, and William S. Ament, Pomona College; and **Outdoor Heritage** by Harold Child Bryant, Ph. D., University of California.

The Pathfinders by Dr. Cleland, as its name would imply, is the story of those who came on the long trek to the Land of the Golden West, of the Spaniards Portola and Anza and of the Americans with Fremont as the outstanding character. Every story is told from a personal standpoint with exciting incidents. The diaries of a number of those who came in quest of adventure or in search of gold are frequently used and contemporary accounts are freely narrated. There are maps which show the routes which were followed. It is an absorbing story.

The Spanish Arcadia by Mrs. Sanchez is intensely interesting. It depicts the home life of the Californians in the pueblo, on the rancho, at the fort and the mission. The family life, the customs of the people, courtship and marriage, the events which took place and added the interesting features of the day's work are told with historical accuracy. Mrs. Sanchez through her connection with one of the old Spanish families of California has had the atmosphere of the pioneer days about her since her youth. It is fine that descriptive matter of this kind can be written by one who understands in so intimate a way the little things that go to make up a great story.

Gold Days by Owen Cochran Coy shows the miner at work. It also describes his leisure time with his games, the dance halls, and the women of '49. There were bad men and good. The boom of the mining towns, the lure of the gold mines, and the hardships of the diggings are shown. Owen Coy has devoted his life to the story of California and in **Gold Days** he tells

a story that has become a real living thing with him.

Oxcart to Airplane by Rockwell D. Hunt and William S. Ament is in the same vein as Mr. Hunt's **Short History of California** which was recently published. It is the story of transportation. He narrates the trials of the desert traveler. He outlines the work of the pony express rider. He tells of the oxcart, the stage coach, the puffing steam locomotive of the early '70s, the automobile and the airplane. He also gives the story of the journey to California by water and details the dangers that betook the argonauts of old on their journey to this western land in search of the Golden Fleece.

In **Outdoor Heritage** Harold Child Bryant gives a glimpse of the wild life of the mountains, the valleys, the seashores and the deserts of California. Mr. Bryant in his position with the State Fish and Game Commission has traveled over nearly every foot of California. He is not only a careful observer but he has developed a real genius of jotting down interesting facts which he later writes for the interest of his readers.

The average of each book is 416 pages. Each is 6¼ x 9¼ inches. The type is large and easy to read. The retail price of the trade edition of these books is \$5 per volume. The office of the Powell Publishing Company is located at 701 Printing Center Building, Los Angeles.

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Joaquin Miller and His Other Self

ROY W. CLOUD

HARR WAGNER, pioneer publisher and historian of the Pacific Coast, has just made a notable contribution to the literature of California in his biography of Joaquin Miller. In this volume of over 300 pages Mr. Wagner gives a most intimate history of the poet of the Sierras.

Joaquin Miller was a man with a dual personality. At times he appeared to have the very inspiration of the gods. At others he was of the earth, earthy. Harr Wagner's association with Joaquin Miller began in October 1885 when he employed him as associate editor of the *Golden Era*, which Mr. Wagner published at 420 Montgomery Street, San Francisco. Miller's appearance as he came into the little office that fall day so many years ago and his manner of dress became familiar to the general public of the Pacific Coast.

He not only wrote but he also traveled from north to south, from east to west, reciting his

poems and lecturing on poets and poetry. He was tall and always affected a garb which marked him as apart from others. He wore his hair long. It usually curled about his shoulders. He also wore a long gray beard. His hat was of the wide-brimmed variety, the cord around it being tasseled. He wore top boots and usually, when not lecturing, wore them outside his trousers.

Mr. Wagner says of him "he was born with the soul of a poet and environed with the teachings of the Sermon on the Mount, the Songs of Solomon and the Psalms of David", but with all of this wonderful environment there were many times when Joaquin Miller departed from the conventional modes of living. Harr Wagner was his closest friend and as a friend, in the gentlest, most courtly manner, tells of Joaquin.

In the volume will be found many of the finest selections of Joaquin's works which were published in magazines and newspapers throughout the world. Joaquin Miller was a great traveler and as he traveled he observed. The observations and the poems which he wrote are reproduced in unstinted number. Mr. Wagner has departed somewhat from the conventional mode of presenting material of this kind by putting all of the illustrations which would usually be used throughout the volume in the very last part of his book. All who love the West, its songs and stories will find within the pages of this volume a history that will intrigue and interest them. It is the story of a great man told in a simple, interesting manner.

* * *

100 Per Cent Schools 1930

C. T. A. Bay Section

November 8, 1929

Alameda County

Alviso
Centerville
Irvington
Lincoln
Mowry's Landing
Emeryville High (22 teachers)

City of Piedmont for the ninth year with 89 members in the following four schools: Piedmont High, Frank C. Havens, Egbert W. Beach, and Wildwood.

Contra Costa County

Antioch Public Schools (Antioch - Live-Oak Union Elementary Schools and Antioch High.
City of Richmond with the following schools: (225 teachers) High School, Roosevelt Junior and Longfellow Junior High Schools, Lincoln, Part-Time, Fairmont, Woodrow Wilson, Kensington, Peres, Grant, Stege, Washington, Harding, Pullman, and Nystrom.

Lake County

Lower Lake Union High (5-teacher school).

Sulphur Banks School District (1-teacher school).

Mountain School District (1-teacher school).

Napa County

Callistoga Joint Union (8 teachers).
Callistoga High (8 teachers).
Intermediate, Napa (10 teachers).

Santa Clara County

Jefferson Union Elementary (10 teachers).

Solano County

Rio Vista Grammar
Dixon Union High

Sonoma County

Fremont, Santa Rosa
Lincoln, Santa Rosa.
South Park, Santa Rosa.
Santa Rosa High.
Cloverdale High.
Geyserville High.
Sonoma Valley High.
American Valley.
Jenner
Lake
Lone Redwood.
Strawberry

Stanislaus County

Turlock Elementary Schools (35 teachers) includes principals and supervisors as well as Hawthorne and Lowell Schools.

Berkeley

Jefferson (20 teachers).

Modesto

Washington (16 teachers).

San Jose

Horace Mann
Woodrow Wilson Junior High (58 teachers).

San Francisco

Andrew Jackson (12 teachers).
Polytechnic High (92 teachers).
Part-Time High.

Vallejo

Vallejo High (27 teachers).
Charles F. Curry (4 teachers).
Farragut (4 teachers).
McKinley (13 teachers).
Roosevelt (4 teachers).

Oakland

Oakland High	Glenview
Frick Junior High	Grant
Golden Gate Junior High	Jefferson
Lockwood Junior High	Longfellow
Westlake Junior High	Horace Mann
Allendale	Manzanita
Bella Vista Annex	McChesney
Camden	Parker
Chabot	Piedmont Avenue
Clawson	Rockridge
Dewey	Sequoia
Durant	Stonehurst
Edison	Toler Heights
Franklin	Washington

* * *

In San Diego the cornerstone of the new \$415,000 **Herbert Hoover High School** was recently laid with elaborate ceremonies. School officials, prominent citizens, and the Masonic fraternity participated in the function.

Walter R. Hepner, city superintendent of schools, states that the new school will accommodate 800 students. It will be ready for occupancy next September.

Vocations

WILLIAM MARTIN PROCTOR is the author of "Vocations," recently published by Houghton Mifflin & Company.

The widespread interest, and the numbers of persons engaged in the task of guiding the youth of America into suitable occupations, will make this book especially welcome.

However, it is the youth of our land that Professor Proctor has had especially in mind. The young man or woman seeking to determine the field of his life work should "eat it up" for it tells the **what**, the **why**, and the **how**, about the world's work and his or her possible relation to it.

Twenty-one chapters are devoted to giving descriptive material relating to the occupational fields by which the gainful workers in the United States earn their living. Training necessary, numbers engaged, possible income, advantages, disadvantages, opportunities which may develop, are simply explained for every occupation, so that the book offers practical help to parents, teachers, and counselors.—EVANGELINE ADAMS SPOZIO, *San Francisco State Teachers College*.

* * *

Educate the Parents

SUPERINTENDENT Harry W. Jones of the Piedmont City Schools has just issued a most attractive booklet entitled "Piedmont Public Schools, Parents' Handbook of Information". In it Mr. Jones outlines the procedure which will be followed in the public schools of the city.

The school schedules are given so that everyone may know what holidays are to be observed; also all closing and opening dates. The names of all of the teachers and their grades in the different schools are given. It lists the method of grading in order that when report cards are sent the parents may have an intelligent knowledge of the work their children are doing. It outlines the method of college or university recommendation and gives the necessary credits which must be attained for graduation from the junior and senior high schools.

The different activities of the school system are described. The musical and artist events which are conducted in the school during the year are explained and the parents' responsibility both to the school and to the children is set forth in a manner which should be of very great value to the people of the community. Mr. Jones has also included within his book extracts from a number of leading educators, poets and

writers, which should cause considerable thought on the part of the parents of his section. The closing page of the handbook has a drop test for parents which they are asked to score for themselves and thus indicate the grade of co-operation they are giving to the education of their child.

At the time this is being written the Piedmont public school system is engaged in a bond campaign for the carrying of a \$335,000 issue for the erection of new schools. The parent-teacher association under the leadership of its president, Mrs. Scott Roundtree, is actively backing the Board of Education and the superintendent in putting over the issue.

* * *

The Book House

ONE of the best sets of books for children's use not only in school but at home is the Book House, compiled by Olive Beaupre Miller. The selections have been exceptionally well chosen, not only because of their value but because of the association which has been thrown around the stories for many years.

The Book House begins an intimate association with literary history in a way that is both natural and refreshing. Typography, press-work, and illustrations are of such a character that it is a real pleasure to read these books. Mrs. Miller has not attempted to teach morals and manners, but she has succeeded in giving such a variety of subject-matter that a love for the good and beautiful is engendered by the use of her stories.

From the outside cover with its beautiful color work clear to the last page of the last book there is an attractiveness that lures the child and gives a definite satisfaction.

* * *

"My Seventy Years in California" by J. A. Graves has had a phenomenal sale, and is now in the third large printing. It was reviewed in the June 1928 issue of the *Sierra Educational News*, page 49.

This volume is published by the **Times-Mirror Press**, Printing and Binding House, 118 South Broadway, Los Angeles. The price is five dollars.

* * *

THE LIFE OF CHRIST: A Map by Isabella Hunner. Lithographed in six colors. Price \$2.00. Published by the John Day Company, 386 Fourth Avenue, New York City.

This is a pictorial record which aims to present graphically all the most important events, in the localities in which they occurred, in the life of Christ. Reverently, and yet with due regard to pictorial and dramatic values, Miss Hunner, the artist, has created a map which should prove an admirable supplement to the study of any of the biographies of Christ. The Map should also be an aid to the study of the New Testament.

Airplane Transportation

JAMES G. WOOLLEY (vice-president in charge of traffic, Western Air Express) and Earl W. Hill (lecturer in trade and transportation, college of commerce and business administration, University of Southern California) are the co-authors of an extremely interesting and significant volume on "**Airplane Transportation.**"

There are special papers by Hon. William P. MacCracken, Jr., (assistant secretary of commerce and aeronautics, United States Department of Commerce) and Dr. Carl-Gustaf Rossby (chairman committee on aeronautical meteorology, Daniel Guggenheim fund for the promotion of aeronautics).

In 1927, the faculty of the University of Southern California decided that increasing popular interest in airplane transportation warranted development of a non-technical course which would appeal to those interested in the business elements of this new industry. For such an undertaking California is most fortunately situated because of the air-consciousness of its people, and the further fact that it is the home of one of the world's notably successful ventures in airplane transportation.

The course was first installed as a night class at University College, Los Angeles, where it spontaneously proved so popular that it is now being given for the sixth consecutive quarter—a record for evening division classes. In the fall of 1928 it was introduced to the campus where it has attracted a record enrollment for non-required subjects.

Since there were no texts of the general nature required, the course was first given as a series of lectures and papers by nationally-recognized leaders in this field. From the great amount of material so collected, this volume has been prepared, for use both as a textbook and for general reading by those who, while not training for a technical career, desire rudimentary knowledge of the airplane as an agency of commerce.

The volume, 360 pages, is published by the **Hartwell Publishing Corporation**, Hollywood, California.

* * *

"It Pays to Advertise"

EDITOR, Sierra Educational News. Thank you very much for the notice which you gave us last year when the publication of the California History Nugget was resumed. We received a number of inquiries and subscriptions as a result of that notice. The California teaching profession has every reason to be proud of the journal which you are publishing.—**Owen C. Coy**, Director, California Historical Association.

Sky Travel

ARTHUR S. GIST

San Francisco State Teachers College

ROMER, A. R., and Romer, Margaret. *Sky Travel*, pp. 302, Rand, McNally & Co.

This book is written as supplementary material and is of interest to boys and girls from the fifth grade through the ninth. Mr. Romer is an expert aviator and both authors possess marked ability to write in an interesting, authoritative style.

Two children, Jack and Jean, are taken on numerous trips by their uncle, who is the owner and operator of a fleet of airplanes. Balloons and dirigibles are skilfully described as well as their historical development. The book is profusely illustrated and very well printed.

All mechanical instruments used in flying are pictured and described in an interesting manner. Every part of modern airplanes is carefully diagramed. Maps of airways in the United States and noted flights aid interest and valuable information. Practical uses of aviation make the book valuable in all classrooms. Accounts of famous aviators and their flights occupy considerable space. All pupils will be interested in the account and pictures of Lindbergh.

The appendix contains suggested classroom activities for all grades from the kindergarten through the high school, together with bibliographies on aviation. The appendix also contains a complete glossary of aviation terms with pronunciations.

A copy of this book should be in every classroom in the country, sets would be still better.

* * *

The Wasp News-Letter

THE Wasp News-Letter is a weekly journal of illustration and comment, published in San Francisco and established in 1856. The managing editor Martial Davoust; offices are at 268 Market Street.

The Wasp is illustrated and has departments of civics, society, art, music, book-reviews, poems, finance, stage and screen.

It is of interest to **California teachers of art, music, dramatics, and the social sciences.** A recent number contains interesting material on **Aviation in Europe**, by Thurston Macauley.

* * *

Longmans, Green, and Company publish many books for children and young people. Notable among recent volumes is the \$2000 prize-winning story, "**Courageous Companions**", by Charles J. Finger, with many illustrations by James H. Daugherty. This stirring tale is based upon historical documents of Magellan's cruise, and is a splendid adventure story. It is a vivid course in world geography. There are 315 pages; \$3.00.



Notes and Jottings

California and World-Wide

"Stay a little, and news will find you."

—HERBERT, in *Jacula Prudentum*.

Good News From Pomona

ON November 6 Vierling Kersey, our honorable State Superintendent of Schools, gave the address at the dedication of our new 15-room Roosevelt Elementary School which has cost Pomona \$150,000. This building has besides 15 classrooms an auditorium seating 450 and a kindergarten unit of three rooms.

On November 7 Dr. Ira W. Kibby of the State Department of Education gave the address at the dedication of our new \$300,000 Fremont Junior High School, built to house 600 pupils. Dr. Kibby was the first principal of this school when it was organized as a junior high school in 1916. This building has an auditorium to seat 800.—Emmett Clark, Superintendent of Schools, Pomona.

San Diego Radio Programs

EDWIN B. TILTON, assistant superintendent of the San Diego City Schools, reports that the educational programs which are being broadcast over KGA are a distinct success. He states that the half-hour programs put on by the city schools are proving very popular. Each Thursday evening program includes a 5-minute address by a school executive and a 25-minute musical program furnished by one of the city schools.

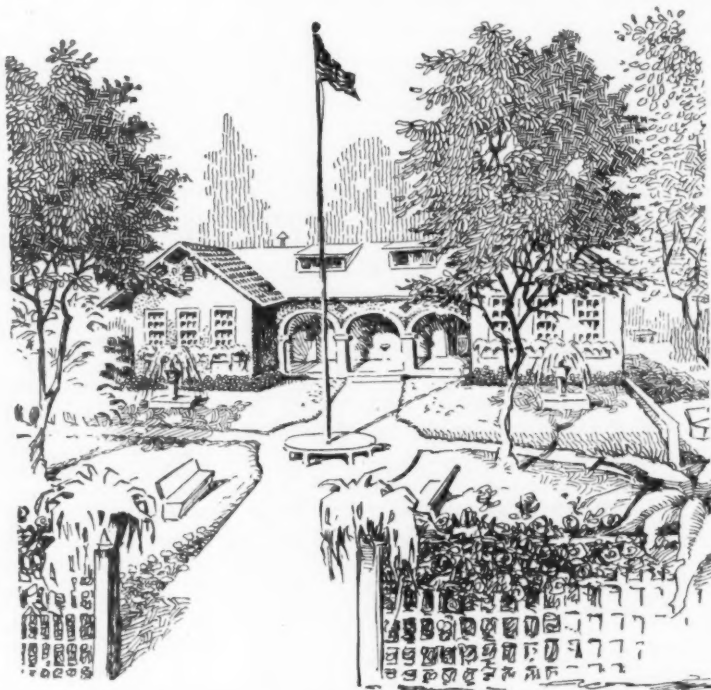
This affords a fine opportunity for the chorus and glee clubs of the various schools to present work of outstanding quality. It is also an incentive for individual musicians of talent and promise in the schools to demonstrate their work. The supervisor of music in the schools serves as official guide of musical programs presented.

MEMBERS of the C.T.A. can materially assist their state journal by mentioning the Sierra Educational News when writing to advertisers.

San Francisco Polytechnic High 100 Per Cent

Polytechnic High School, San Francisco, is 100 per cent in C. T. A. for 1930. Superintendent J. M. Gwinn and Principal J. E. Addicott appealed to the teachers to show their loyalty to the State Association. The response was immediately made by every member of the faculty.

J. E. Hancock, Santa Clara County superintendent of schools and chairman of the C. T. A. Council of Education committee on adult education, in the annual report of the committee declares that if "we firmly believe in our cause, have the co-operation of the state and the public, work for better facilities for teacher training, select evening school principals with a vision, thoroughly sold to the program of adult education, we may look forward to successful achievement in this newest phase of education."



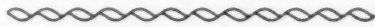
A beautiful California rural school, the Fruitvale Union School, Yuba County.

“The Love of Books, the Golden Key That Opens the Enchanted Door--”

—ANDREW LANG in *The Ballade of the Bookworm*

The Enchanted Door is opened for pupils whose school reading is wisely chosen. Our Supplementary Reading books offer a wide range of interesting, instructive books for boys and girls. They are described, somewhat briefly of course, in our **GUIDE TO GOOD READING** in which are reprinted many of their artistic illustrations. There are over three hundred books and they are arranged by subject; in each case the grading has been made as low as possible.

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C. T. A. Section Meetings

Southern, Central Coast, Bay

THREE section meetings of the California Teachers Association will be held December 16-20. They will convene in Oakland, Monterey, and Los Angeles.

The Oakland meeting (presided over by President William H. Hanlon, superintendent of schools, of Contra Costa County, and by Miss Mabel Ellis, San Francisco, vice-president of the Bay Section) will be in the Civic Auditorium, Oakland. There will be approximately 9000 teachers in attendance. E. G. Gridley, chairman of the program committee, has reported that the following are among those who will address the convention at the different section meetings:

Philip W. L. Cox, professor of secondary education, New York University.

Fannie W. Dunn, rural education, Columbia University.

Arnold Bennett Hall, president, University of Oregon.

Vierling Kersey, State Superintendent of Public Instruction.

William H. Kilpatrick, professor of education, Columbia University.

Henry C. Morrison, department of education, University of Chicago.

J. Cayce Morrison, assistant commissioner for elementary education, University of State of New York, Albany.

C. A. Prosser, Dunwoody Institute, Minneapolis, Minnesota.

F. H. Swift, professor of education, University of California.

Frederick P. Woellner, associate professor of education, University of California at Los Angeles.

Baldwin M. Woods, associate dean of the University of California and university representative in educational relations.

Central Coast Section

The Central Coast meeting at Monterey will be under the direction of President Robert L. Bird, superintendent of schools of San Luis Obispo County. Mr. Bird and the secretary, Thomas W. MacQuiddy, superintendent of schools of Watsonville, have prepared a most interesting program. The mornings will be spent in intensive college credit courses. The teachers will enroll in the different courses presented and upon completion of the week's work will receive university credits. Those who will assist in the work are:

Vierling Kersey, State Superintendent of Public Instruction.

Dr. Nicholas Ricciardi, chief, Division of Secondary Schools.

Fannie W. Dunn, rural education, Columbia University.

Marie C. Cuddy, Superior State Teachers College, Wisconsin.

Rabbi Louis I. Newman, San Francisco.

D. H. Rhodes, professor, San Jose State Teachers College.

R. C. Merrill, professor, Chico State Teachers College.

Edna Cotrel, San Francisco State Teachers College.

John Bradford, secretary, American Playground Association of New York.

E. H. Staffelbach, professor, San Jose State Teachers College.

Mrs. J. W. Bingham, education extension, California Congress of Parents and Teachers.

Roy M. Hagen, managing director, Western Cattle Marketing Association.

T. W. MacQuarrie, president, San Jose State Teachers College.

Miss Estelle Holsholt, professor, San Jose State Teachers College.

Dr. Ira W. Kibby, State Department of Education.

Mrs. Esta Ross Stuart, Berkeley High School.

Alice C. Cooper, Modesto Junior College.

Dr. Nina Simmonds Estill, Nutrition Specialist.

Erna Spraul, physical education department, Los Angeles City Schools.

Harold R. Youngman, physical education department, Los Angeles City Schools.

Harrison F. Heath, professor, San Jose Teachers College and of Stanford.

L. B. Marchant, professor, Mills College.

Dr. G. M. Wilder, California Polytechnic School, San Luis Obispo.

E. E. Ericson, director, Santa Barbara State Teachers College.

Southern Section

The big Southern Section will be under the direction of President Robert A. Thompson of Los Angeles who will be assisted by Vice-President Frank L. Henderson, city superintendent of schools of Burbank. F. L. Thurston, secretary, after consultation with the various city school departments and county school departments of the nine southern counties, has prepared a program of great excellence. Practically all of the counties in the south will hold separate institutes on the first two days of the week and will attend the general Association meeting on the last three days. There will be approximately 23,000 teachers in Los Angeles during convention week. There are no convention halls large enough to accommodate a group of this size, so a number of the largest auditoriums of Los Angeles have been secured.

The following are among the speakers who will instruct the members of the Southern Section:

Dr. Ernest H. Cherrington, general secretary, Anti-Alcoholic League.

Dr. Fannie W. Dunn, Teachers College, Columbia.

Dr. Edward C. Elliott, president, Purdue University.

Mrs. Beatrice Ensor, editor of the New Era, London, England.

(Continued on Page 44)



F. H. MEYER, *Director*

SPRING TERM OPENS January 6, 1930

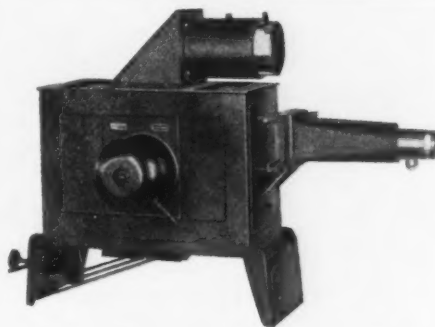
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I hadn't figured on being Sick

How discouraging is the period of convalescence, when the unpaid bills keep piling up and there is nothing coming in with which to pay them. A single illness or accident often dissipates the savings of many years.



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Many a teacher, like Anna Irene Jenkins, Los Angeles, Cal., enjoys such good health as to make it seem unnecessary to provide for doctor bills. Fortunately, however, she did make T. C. U. provision. We quote from her letter:

"I deeply appreciate your courtesy in caring for my claim. I am so used to being well I had left no place in my budget for doctors' bills, and a check which practically covered one of them was certainly a Godsend."

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Our records for many years prove that one teacher in five suffers enforced idleness and loss of salary every year because of Accident, Sickness or Quarantine. Your turn may come—it often does—when you least expect it.

While you are still in good health and free from injury—before it is too late—get your name on the "T. C. U. Payroll."

Write us at once. We will then mail you full particulars of how we protect teachers. Please do it today.

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Health Education Is Growing

THERE has been a constantly increasing interest in health education throughout the United States in connection with the schools. A great part of this activity has taken place right here in California.

This year, according to reports, arrangements have been made for greater health projects than ever before in the history of California schools. The increasing interest in health on the part of the teachers in all parts of the United States is shown by a report of the Health Education Department of the Cream of Wheat Corporation, Minneapolis, Minnesota.

This company supplies school authorities, teachers, and health departments with a **program and material for teaching health habits** and have supplied over 70,000 teachers at their request. This material is supplied free of charge.

The reports that they have received show increasing interest of the teachers in raising the health standard of the pupils.

* * *

Albert N. Reay of the Reay Laboratories, 1136 Mission Street, San Francisco, has prepared a valuable four-page bulletin on poison oak and the proper treatment to prevent poisoning. This excellent leaflet is available for free distribution to teachers, camp directors, and others who are interested.

* * *

California teachers who are interested in the social sciences and international good-will may secure helpful material from the **Pennsylvania Peace Society**, address 1305 Arch Street, Philadelphia. Miss Arabella Carter is the secretary.

* * *

Southern California branch of the American Eugenics Society is offering prizes to the authors of the best essays on "What can college students do to promote among themselves sound ideals and adequate preparation for marriage and parenthood."

The prizes are: first \$100, second \$75, third \$50, and fourth \$25. The essay, not less than 2000 nor more than 4000 words, must be the work of an undergraduate student registered for the present year in some university, college, or junior college on the Pacific Coast (California, Oregon or Washington), and must be sent to the Secretary, R. W. Poindexter, Jr., 4160 Magnolia Avenue, Long Beach, before March 1, 1930.

The society points out that the general delay in marriage and frequent failure to marry on the part of college women and, to a less extent, of college men, and the low birth-rate from marriages of college graduates, are well known facts.

So far, the colleges are moving very slowly toward any re-arrangement of their hoary, traditional curricula, to prepare their graduates to be husband and wives, fathers and mothers.

Meanwhile, something more might be done by the **students themselves** to define their own ideals, extend their circles of acquaintance, acquire knowledge of the facts and familiarity with the attitudes that will make for success in future family life. The essay contest is to promote this activity by students.

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The new Victor micro-synchronous Radio-Electrola crowns years of achievement in music appreciation work

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The new Victor-Radio with Electrola marks the climax of Victor's 19 years leadership in the pedagogical field. It brings to the school all-electric radio and record reproduction of a brilliance never before approached. With the great educational list of Victor Records, it enables you to *prepare for every program in advance—to hear the radio concert with absolute realism—and, again with the records, to make each selection a part of the pupil's consciousness*, building firmly on the foundation you have already erected.

This method is the only effective psychological process. Only Victor has the educational experience that could make it significant and workable.

Cultivate this field **NOW**. There is already much worthwhile on the air, and new educational programs are being planned. Victor Records covering the entire range of music, properly presented, are at your command. *Prepare, participate and make permanent!*

Don't delay! Put a Victor Radio-Electrola in your classroom now!



The Educational Department
VICTOR TALKING MACHINE DIVISION
RADIO-VICTOR CORPORATION OF AMERICA
CAMDEN, N. J., U. S. A.



John Robert Gregg

JOHN ROBERT GREGG, creator of Gregg shorthand and founder of the Gregg Publishing Company, recently visited the Pacific Coast.

An elaborate dinner in his honor was given at the Sequoia Club, San Francisco. Harry Wagner presided and Mrs. F. E. Raymond, Gregg manager for the Pacific States and the Orient, was hostess.

Mr. Gregg is a distinguished internationalist.

The Winged Horse and the Winged Horse Anthology

THE WINGED HORSE is the story of poetry and the poets. It tells in a vivid narrative style the stories of Homer and Sappho, of Virgil and Horace, of Dante, Chaucer, Shakespeare, Milton, Dryden, Burns, Byron, Shelley, Keats, Tennyson, the Brownings, Poe, Rossetti, Whitman, Kipling, Masfield, Dickinson, Sandburg, Millay, Robinson, and many others. Although largely biographical in character, the book is essentially an appreciation of poetry and serves to stimulate the enjoyment of this form of writing and to establish standards of critical judgment.

THE WINGED HORSE ANTHOLOGY is a companion volume of poetry from Chaucer to the present. The selections cover a great range of authorship and are genuinely representative of the best poetry in English and American literature. The retail price of each volume in this Educational Edition is \$1.50. Doubleday, Doran & Co., Garden City, New York, are the publishers.

Character Education

ROY W. CLOUD

FE. COMPTON & COMPANY, 1000 North Dearborn Street, Chicago, and 60 California Street, San Francisco, has just published a treatise on Character Education, by Mrs. Agness Boysen.

It is called "Character Education on a Practicable Basis" and outlines the procedure used in the operation of the plan in the Lyndale School, Minneapolis.

Some educators have contended that character education is not a subject for curricular activity. Because of this fact it has never found a definite place in the regular course of study.

As outlined in this little book by Mrs. Boysen subject matter is presented which, if properly used, will aid materially in the development of character.

The method followed is divided into four sections. The first outlines a practical plan. In this division the essentials for success are stressed, right character traits are considered and desired attitudes are outlined.

The ten salient character traits necessary for development in a fully rounded individual are: reliability, obedience, judgment, punctuality, initiative, personal habits, industry, social attitudes, self control, and thrift.

The plan contemplates the education of the parent, the teacher, and the child.

The second section deals with the actual operation of the system. It takes into consideration behavior, initiative, right ideals, trustworthiness, honesty and their adaptation to subject matter taught in the various grades.

The third section consists of suggested practice. The fourth outlines readings from Compton's Pictured Encyclopedia which will illustrate every point mentioned.

Character education has been studied in California by a committee of the C. T. A. for the past six years. The findings of this committee have been given to the State Curriculum Commission and at some future date may be made part of the state program.

Until the California report is received teachers would do well to secure a copy of the Compton plan. They may have it for the asking. It will be an effective aid and is very much worth while.

C. T. A. Section Meetings

(Continued from Page 44)

Dr. Samuel W. Grafflin, director of religious work, West Side Young Men's Christian Association.

Dr. Henry Gaines Hawn, president, "The Hawn School of the Speech Arts".

Dr. J. R. Jewell, dean, School of Vocational Education, Oregon Agricultural College.

Dr. Lois Coffey Mossman, assistant professor of education, Teachers College, Columbia University.

Dr. Frederick Rand Rogers, director of health education, New York State Department of Education.

Dr. Charles K. Taylor, director, New York Educational Records Bureau.

A Reunion of N. E. A. Delegates

FIFTY California delegates to the N. E. A. at Atlanta enjoyed a happy reunion in the headquarters of the Los Angeles City Teachers Club on the evening of November 1. The affair was sponsored by a group consisting of Mrs. Kathleen Stevens, Mrs. Hortense MacKeever, Mrs. Georgia B. Parsons and Miss Christine Jacobsen.

The rooms were tastefully decorated in the Hallowe'en motif and bountiful refreshments of nuts, apples, doughnuts, cider, pumpkin pie, cheese, and coffee added to the festive occasion.

As the guests arrived they were presented with a Hallowe'en cap and badge and while waiting for all to assemble, immediately began to renew acquaintance and exchange reminiscences of the never to be forgotten trip through the South.

Old-fashioned games, such as Virginia reel, musical chairs, spin the platter, and muffin man, created much merriment. The singing of the California college songs, which proved to be such an enjoyable feature of the trip, added a pleasant note to the evening's program and recalled many pleasant hours in the big club car with Miss Ellis leading and with Miss Genevieve Nicholson at the wheezy little organ.

Mrs. Georgia Parsons called on Mr. Clifton, Mr. Thompson, Mr. Thurston and several others, for a few remarks after which the meeting was open to anyone who cared to speak. Those present all were agreed that nowhere had we ever been shown such splendid hospitality as in Atlanta and the other southern cities. It was suggested that Mr. Clifton, as retiring N. E. A. director, send a telegram voicing our thanks to the Bass Junior High School, whose special guests we were at Atlanta. This was unanimously approved. The delegates present also voted to send a shower of letters and postals to all others who contributed to our comfort and pleasure.

The talks were all more or less in a serious vein. Everyone seemed to feel that there was no reason why Ohio or any other state should have a larger membership in the N. E. A. than California and ways and means of stimulating renewed interest were discussed. In addition to having a fine social time, the delegates felt that it had been a very worthwhile evening. They were of the opinion that this group should get together oftener. Our only regret was that the northern delegates could not meet with us.—Christine A. Jacobsen.

The Children's Book Store

638 S. FIGUEROA ST.

LOS ANGELES, CALIFORNIA

Usual discount to Teachers on
books (for adults also)
and Xmas Cards

• •

Save time by shopping with us
during Institute

When Making Your Book Orders

YOU may not have the publishers address conveniently at hand when you want it. To conserve some of your time the Sierra Educational News has compiled a list of the names and addresses of school-book publishers who want to sell their books to the California schools.

When preparing your requisitions have this list on your desk so you will get the correct name of the publisher and his proper address. This will save

you time and also the time of those who place the orders.

The list is of advertisers in the Sierra Educational News. Further details of their publications may be obtained by consulting their advertisements in the magazine—or write to the Sierra Educational News for desired information.

Whenever possible buy from the firms who advertise in your magazine—the Sierra Educational News.

Directory of School Book Publishers, 1929

A. B. C.—American Book Co.	121 Second St., San Francisco
Appleton—D. Appleton & Co.	149 New Montgomery St., San Francisco
Barnes—A. S. Barnes & Co.	67 West 44th St., New York City
Bradley—Milton Bradley Co.	554 Mission St., San Francisco
Bridgman—Bridgman Publishers	Pelham, N. Y.
Century—Century Co.	353 Fourth Ave., New York City
Compton—F. E. Compton & Co.	60 California St., San Francisco
Cram—Geo. F. Cram Co.	4000 E. Slauson Ave., Maywood, Calif.
Denoyer-Geppert—Denoyer-Geppert Co.	Drawer B, So. Berkeley
Denoyer-Geppert—Denoyer-Geppert Co.	Box 635 Arcade Station, Los Angeles
Dodd—Dodd, Mead & Co.	449 Fourth Ave., New York City
French—Samuel French	811 West 7th St., Los Angeles
Ginn—Ginn & Co.	45 Second St., San Francisco
Globe—Globe Book Company	175 Fifth Ave., New York City
Gregg—Gregg Publishing Co.	Phelan Bldg., San Francisco
H. McC. Co.—Hall & McCreary Co.	430 So. Wabash Ave., Chicago
Haylofters—Haylofters Company	Box 1441, Hartford, Conn.
Hoffman—Ruth Crocker Hoffman	460 Grand Ave., Riverside
Houghton—Houghton Mifflin Co.	612 Howard St., San Francisco
Iroquois—Iroquois Publishing Co., Inc.	Syracuse, N. Y.
Laidlaw—Laidlaw Brothers	133 First St., San Francisco
Lippincott—J. B. Lippincott Co.	2244 Calumet Ave., Chicago
Little—Little, Brown & Co.	133 First St., San Francisco
Looseleaf—Looseleaf Education, Inc.	40 S. 3rd St., Columbus, Ohio
Lyons—Lyons & Carnahan	221 E. 20th St., Chicago
Macmillan—Macmillan Co.	350 Mission St., San Francisco
Merriam—G. & C. Merriam Co.	Springfield, Massachusetts
Merrill—Chas. E. Merrill Co.	1308 Burbank Ave., Alameda
Nystrom—A. J. Nystrom & Co.	45 Second St., San Francisco
Owen—F. A. Owen Publishing Co.	554 Mission St., San Francisco
Putnam—G. P. Putnam's Sons	2 West 45th St., New York City
Rand—Rand McNally & Co.	559 Mission St., San Francisco
Ronald—Ronald Press Co.	15 East 26th St., New York City
Row, Peterson—Row, Peterson & Co.	149 New Montgomery St., San Francisco
Sanborn—Benj. H. Sanborn & Co.	2515 Sixth Ave., Los Angeles
School Arts—School Arts Magazine	424 Portland St., Worcester, Mass.
Scott—Scott, Foresman & Co.	149 New Montgomery St., San Francisco
Stanford—Stanford University Press	Stanford University
Teachers—Teachers Co-operative Center	432 Sutter St., San Francisco
Technical—Technical Book Co.	525 Market St., San Francisco
Wagner—Harr Wagner Publishing Co.	609 Mission St., San Francisco
Weber—C. F. Weber & Co.	650 Second St., San Francisco
Wiley—John Wiley & Sons, Inc.	525 Market St., San Francisco
Winston—John C. Winston Co.	149 New Montgomery St., San Francisco
World—World Book Co.	149 New Montgomery St., San Francisco
Zaner—Zaner-Bloser Co.	510 W. 12th St., Los Angeles



Oakland City Hall—the beautiful civic center of one of California's great metropolitan school systems

B. F. Schlesinger & Sons

Broadway, San Pablo, Sixteenth, Oakland

Gifts that are harbingers of joy!

Schlesinger's is brimming with Christmas suggestions
... gifts sensible, nonsensical, modern or decorous.

Gifts to be made doubly appealing when
wrapped in fanciful papers and tied and
sealed with modern ribbons and stickers.

Bring your gifts to our gift-wrapping
desks. We gladly offer this Christ-
mas service, making only a
nominal charge for materials.

*Glaced fruit will be sent to any
point in the United States
postage prepaid.*



THE H. C. CAPWELL CO.

Broadway & 20th & Telegraph

Oakland's Finer Store

Indisputably the place
to shop and meet one's
friends when one has
leisure time in Oakland

FREE PARKING WOMEN'S LOUNGE
TERRACE TEA ROOM
TRAVEL BUREAU VANITY SHOP

also successor to

TAFT & PENNOYER CO.

BEDELL

1530 BROADWAY, OAKLAND

*Just a little secret about the
feminine names on your
Christmas list . . .*

An exquisite bit of lingerie . . .
sheer and lovely chiffon hose
. . . a smart padded robe or
an intriguing negligee . . . a
good-looking bag and a gay
scarf . . . a sparkling set of
crystal earrings and choker.
Yes, this is the secret—for
each name on your list Bedell
offers the perfect gift at a
very, very interesting price!

"Style Divorced from Extravagance"

CAPWELL SULLIVAN & FURTH

We welcome the
delegates to the
California Teachers
Association

These Services at your command:

On the mezzanine floor . . . public rest room
with writing desks and public telephones;
also circulating library and Beauty Salon.
Free checking desk on the first floor.

A Charge Account

*We will have a charge account ready for
your use when you arrive in Oakland if
you will write or telephone to us. Give
your name in full, address and
school affiliations.*

New styles, new lines—
but ALWAYS . . .
COMFORT!

Cantilever Shoes are so comfortable because
they are built on true orthopedic lines. Their
flexible shank *really* helps the foot. It gives
resilient, *natural* support, yet allows foot
muscles to exercise.



Come in and
try on a pair.
You will no-
tice the dif-
ference in ten
steps.

SEE OUR EXHIBIT AT BOOTH 33
OAKLAND AUDITORIUM

You are cordially invited to visit our stores
at Oakland and San Francisco for a demon-
stration fitting. No obligation to purchase.



**Cantilever
Shoe** for men
and women

SAN FRANCISCO: 212 Stockton Street, Second Floor
OAKLAND: 1755 Broadway
Also LOS ANGELES and PASADENA

A Great Educational Experiment

AS many teachers of the social sciences know, Dr. Harold Rugg and his associates at the Lincoln School of Teachers College, Columbia University, have been developing an entirely new course for the junior high school to replace the conventional courses in history, geography and civics. This course is an attempt to construct curriculum materials that will prepare young people for intelligent participation in the complex and changing life of the present time.

It covers the general field included in courses in history, geography and civics, economics, sociology, etc. It is not, however, simply a reorganization of the materials now used in existing courses. It is rather a new departure in curriculum construction, based upon the hypothesis that the traditional courses and the older methods have proved inadequate to meet the imperative demands of contemporary life.

Perhaps no experimental course ever developed in the American schools, has had the extensive trial that has been given to this Rugg material. The first booklets that developed Rugg's ideas were used in the Lincoln School from 1921 to 1922. Since 1922, they have been used in public and private schools in more than a hundred co-operating cities in all parts of the country. This new course has had a powerful effect in changing the courses in the social studies all over the United States. Some of the California cities that have co-operated and are now using the Rugg pamphlets are San Francisco, San Jose, Sacramento, Fresno, and many others.

Much Help From Teachers

From the teachers who have used the booklets, have come many suggestions for changes and improvements and they are still in the process of revision. The course and the books based on the course are, therefore, a great co-operative enterprise representing the views and the experiences of thousands of progressive teachers.

This experiment is still continuing. All schools and teachers interested, who desire to co-operate in it, are requested to write to Dr. Harold Rugg, the Lincoln School, 425 West 123d Street, New York City, who will send full information regarding the Social Science Pamphlets.

Early in August, 1929, however, the first of the school textbooks based on the pamphlets, and revised in accordance with the valuable criticisms and suggestions made by the hundreds of co-operators, were available for distribution through Ginn and Company, the publishers. This material for the seventh grade first term now includes a pupil's reading book entitled **An Introduction to American Civilization**, the **Pupils Workbook** for **An Introduction to American Civilization**, and the **Teachers Guide**.

Ginn and Company are publishing in December the material for the high seventh grade, so that schools introducing **An Introduction to American Civilization** in their low seventh grades this fall may be sure of the books to follow when ready for them. Books for the eighth and ninth grades will appear later.

All those interested in this course in its published form are requested to write for further information to Ginn and Company, 45 Second Street, San Francisco, California.

Child Labor Sunday

January 26, 1930

CHILD Labor Sunday, 1930, which will be observed in churches on January 26 (synagogs, January 25), follows a season in which 44 state Legislatures were in session. Although two dozen or more bills of some significance for child labor were passed, only two of these were of first-class importance—and scores of progressive child labor bills were rejected.

In the years since Child Labor Sunday was first observed, in 1907, the working children for whom the National Child Labor Committee was then seeking protection have become adults, many with children of their own. How much better chance will this new generation of children have than did their parents?

There are no longer any states entirely lacking a compulsory school attendance law, as did 12 states then; the maximum age for compulsory attendance now varies from 14 to 18 years instead of from 12 to 16 years "if unemployed"; and the minimum school term averages somewhat longer now. But there are still 18 states where exemption from school attendance may be secured by children under 14 years, for various reasons, such as poverty or family need.

For children who go to work there has been a comparable improvement in working conditions through restriction of working hours and prohibition of night work. But in 11 states children under 16 may still work in factories after 7 p. m.; and in 12 states they may work more than 8 hours a day.

President Hoover Is Acting

And what of the future outlook? Shall another generation of burdened children struggle to maturity under the double handicap of curtailed schooling and premature industrialization? The White House Conference on Child Health and Protection called by President Hoover to meet in 1930, gives rise to the hope that a new approach may be found. The wide scope of the conference offers the possibility of combining for the first time the various aspects of child welfare such as health, education, delinquency and child labor in a unified program acceptable to all the states.

Churches, Sunday schools, synagogs, young people's societies and study groups wishing to present a timely program on Child Labor Sunday are invited to write for speakers, information, literature, posters, plays and photographs to the National Child Labor Committee, 215 Fourth Avenue, New York City. An analysis of the child labor law in any state can be supplied.

FLOWERS FOR ALL OCCASIONS

JULIUS EPPSTEIN

HOTEL ST. FRANCIS

SAN FRANCISCO

A TIP

*to the woman who
is seeking a gift
for a man*

"THE
ROOS LABEL ADDS
VALUE TO THE
GIFT"

Roos Bros.
9-Store Buying Power

GROUND GRIPPER SHOES

The original and famous flexible arch corrective shoes are the permanent solution to your foot or shoe problems. After a grueling day in the schoolroom can your feet stand up for some needed diversion to break the monotony?

WEAR GROUND GRIPPERS



Not only will they enable you to stand the gaff of a hard day's work, but their grace and smartness will appeal to your sense of taste. Before this day is over we suggest you buy your first pair—you will enjoy them.

C. H. FONTIUS

Ground Gripper Shoe Stores

San Francisco—75 O'Farrell Street

Oakland—1746 Broadway, Orpheum Bldg

Los Angeles—728 So. Olive Street

MAKE NOTE OF THIS NOW!!!

An interesting display of SPECIAL MUSIC MATERIALS

for *school* use will be available for your inspection in the main Corridor of the Oakland Auditorium during the teachers meeting December 16-18.

Sherman, Clay & Co.

SAN FRANCISCO
OAKLAND SACRAMENTO FRESNO
STOCKTON SAN JOSE

See Our Exhibit

Bay Section C. T. A. Meeting
Oakland Civic Auditorium
December 16-18, 1929

College
and
School

**FELT
Specialties**

WHEELER MANUFACTURING CO.

2115 Milvia Street
BERKELEY CALIFORNIA

Every teacher at the Bay Section meeting

will find it worth while to look at the display of supplies and equipment for

Kindergarten-primary grades Nursery schools

and other schools for little children.
Near Lake Merritt side entrance

Milton Bradley Company

554 Mission St. San Francisco

NEW EFFECTS WITH CRAYONEX

TEACHERS

will be interested in our exhibit
of lovely Batiks and
Scarves

done by the

New Crayonexing Process

COMPLETE INSTRUCTION GIVEN AT
DISPLAY BOOTH, OAKLAND
AUDITORIUM

The American Crayon Co. *Western Branch*

116 NEW MONTGOMERY STREET
SAN FRANCISCO

YOU ARE INVITED
TO VISIT
The Cream of Wheat
Health Education
Exhibit

Bay Section C. T. A.

December 16-18, 1929

MyBOOKHOUSE

Character building through right reading



"It is a remarkably fine series of stories and verse for children, admirably graded and beautifully illustrated, having wondrous good paper and fine large print. I take pleasure in commending it to those who still read with growing boys and girls."

DAVID STARR JORDAN.

Neville Book Company

UNDERWOOD BUILDING, SAN FRANCISCO

See Exhibit at Oakland C. T. A. Convention

MAPS you want to have and can get are to be shown in Booths 36 and 37 at the Oakland meeting of the California Teachers Association, and with them will be Edward H. Jacobs of Denoyer-Gepfert Co., Chicago, who will help you in all ways you wish.

VISITING TEACHERS

Take Cars 1, 2, or 3 at the Ferry to visit
THE TEACHERS' CO-OPERATIVE CENTER STORE
432 SUTTER STREET, near Powell Street, SAN FRANCISCO

Inspect our lines—Harter's, Flanagan's, Webster's, Ideal's and Plymouth's. We anticipate your needs.

ALL TEACHERS INVITED

to visit the

SINGER Sewing Machine Display

CIVIC AUDITORIUM, OAKLAND

(Booths 34, 35)

BAY SECTION MEETING, C. T. A.

December 16-18, 1929

Longmans, Green & Company, publishers and importers, with offices at 55 Fifth Avenue, New York City, announce the following children's books as especially noteworthy among their offerings this season:

The Red Briar's Legacy by Alfred Hoyt Bill.

What'll You Do When You Grow Up? by Berta and Elmer Hader.

The Jumping-Off Place by Marion Hurd McNeely.

Wouder Tales from Fairy Isles by Frances Jenkins Olcott.

The Tangle-Coated Horse by Ella Young.

Peep-in-the-World by F. E. Crichton.

Juniper Green by Mary Willard Keyes.

These books for young people and children are well recommended.

The JOHNSTON-NYSTROM Line

MAPS, CHARTS, GLOBES for EVERY PURPOSE

MAPS for—Political Geography, five different series, prices range from \$2.50 up according to size and style of mounting; Regional or Human Interest Geography, the famous Atwood Regional-Political Series; Physical Geography, the Kuhnert Relief Like Series; Commercial or Economic Geography, United States Series, World Series; Desk Outline Maps for individual pupil's use; Backboard Outline Maps for Geography or History; History, American, Ancient, Medieval and Modern, Scriptural.

CHARTS for—Civics, and American Citizenship, Physiology and Hygiene, Botany, Astronomy, Zoology and other Sciences.

Globes and Atlases, for Libraries, Schools and Homes.

A. J. NYSTROM & CO

Main Office and Works: CHICAGO, ILLINOIS

M. H. E. BECKLEY, Pacific Coast Distributor

45 SECOND STREET

SAN FRANCISCO, CALIFORNIA

"The Week Before Christmas—"

"The week before Christmas, and all through the state, a lot of teachers will be stirring", or words to that effect, to paraphrase a well-known childhood poem.

Bright and early Monday morning, December 16, teachers of California will begin to appear above the horizon at Oakland and Los Angeles. Oakland will be host to about 9,000—9,449 to be exact, and Los Angeles will have around 20,000—18,157 exactly—members of the California Teachers Association.

In anticipation of these crowds some of the business men of the Bay Cities and Los Angeles have emphasized the general welcome by hanging out "welcome mats" in this issue of the Sierra Educational News—and to these the attention of all the teachers is directed. If you, Mr. Teacher, or Miss Teacher, intend to seek hotel accommodations in either Oakland or Los Angeles, consult the ads in this number and make an effort to locate in one of the hotels indicated. You will find others of the C. T. A. there. When you want to eat—breakfast, lunch or dinner—the hotels and the restaurants herein mentioned will be worth the seeking.

The latter part of the week, after convention activities have slowed down, remember this list of local department and shoe stores who have some special bargains for you. At any rate, go and see.

While you are browsing through the advertising pages, do not forget the regulars who invite you to sample their wares at various times through the year, as well as in this particular issue. Read what they have to say—see their exhibits at the Oakland Civic Auditorium if they have any there—or in some way show them that you, as a member of the C. T. A. are appreciative of their invitations. They offer you the things you need in school supplies of all kinds, and both you and they will benefit.

The Sierra Educational News takes great pleasure in announcing that its December advertising this year is greater than in any former year. The reason—the teachers patronize the advertisers, and the advertisers are learning that important fact.

Here is a list of the local advertisers in this number. The complete list of advertisers is on page 64—which see.

BAY CITIES		LOS ANGELES	
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GROUND GRIPPER SHOES	53	GROUND GRIPPER SHOES	53

Where no page number is given the firms have no advertising scheduled for this number.
See later issues for their advertising.

AGAIN WE WELCOME YOU

—Members of Our
Great Western
Educational System

With justifiable pride we serve again as headquarters for the annual convention of the California Teachers' Association. We assure each delegate that every effort will be put forth to make your stay at the Hotel Oakland, in the heart of "The Educational Center of the West," a most pleasant one.

HOTEL OAKLAND

13th STREET and HARRISON BLVD.

Management of
W. C. JURGENS

HOTEL LEAMINGTON

Oakland's Newest and Most Beautiful Hotel
NINETEENTH and FRANKLIN STREETS



Accommodations for 600 Persons
Commodious Garage
Barber and Beauty Shop
Castilian Dining Room
Crystal Ball Room
Modern Coffee Shop
Private Banquet Rooms
Model Drugstore
Daily Organ Concerts

RATES: Single, \$3 a day and up; double, \$4 a day and up. Coffee Shop—Lunch, 50 cents; dinner, 65 cents.

The Hotel Leamington welcomes the delegates to the Bay Section meeting of the California Teachers Association, December 16 to 18, and their guests.

Make the Leamington lobby your meeting place while in Oakland

J. K. LEAMING
President & General Manager

JOE L. DAVIS
Assistant Manager

Oakland's
New



HOTEL COIT

Corner 15th and Harrison Streets

DINING ROOM COFFEE SHOP

Rates—\$2.00 and up

Hotel Carlton

BERKELEY

[2 BLOCKS from U. C.]

Center of activity, yet quiet, and convenient to everywhere.

IDEAL HEADQUARTERS
for TEACHERS

ON BUSINESS OR PLEASURE TRIPS

"A home away from home"

RATES

Flexible, to conform with your budget

Yours for personal attention, and last word in comfort,

P. H. LOINAZ, Manager

Dennison Manufacturing Company

Will have an interesting exhibit at the Teachers Institute in

CIVIC AUDITORIUM, OAKLAND

DECEMBER 16 to 18

BE SURE TO SEE IT

Don't forget we are always glad to see teachers at our offices

COMMERCIAL BLDG. JEWELERS BLDG.
833 MARKET STREET 747 So. HILL STREET
SAN FRANCISCO LOS ANGELES

Teacher Agents Wanted

ALL OR PART TIME

We want a few live teachers, men and women, in each county to handle our new Teachers Special Policy, which gives complete coverage on accident or sickness. Low cost. Good commissions.

INTER-OCEAN CASUALTY CO.
418 HEARST BUILDING SAN FRANCISCO

Where Teachers Are Invited To Eat—In Bay Cities

W. M. STEPHENS

—of—

Stephens' Restaurant

SAYS:

Having been Steward-Chef of the Golf Club at Hotel Del Monte for eight years, I now invite you to sample here, at popular prices, the dishes that made that resort famous for its Southern Cooking. Our Baked Ham and Sweet Potatoes can't be beat.

200 EAST FOURTEENTH STREET, OAKLAND

Just a short walk from the Civic Auditorium

Teachers Welcome

COCK o' the WALK

We serve the same food that we would expect to serve you as a guest in our own home.

No. 1—1823 FRANKLIN

No. 2—1556 BROADWAY (2nd floor)

OAKLAND, CALIFORNIA

"CHEERIO" INN

LUNCH TEA DINNER

56 GRAND AVENUE, OAKLAND

Near Key Route Inn

Hospitality --

awaits you at the

Y.W.C.A. HOTEL

1515 WEBSTER STREET

(At Fifteenth)

OAKLAND

CAFETERIA SERVICE

HOTEL RATES.....\$1.25 and up

THE BETTER 'OLE

Home Cooked Meals

404 Twenty-first St. at Franklin, Oakland

Telephone GLENCOURT 4677

HOUSE OF CRANE

LUNCH, 65c SPECIAL DINNER, \$1.00

BROADWAY at NINETEENTH ST.

OAKLAND

Jonathan Cape and Harrison Smith are publishers, with offices at 139 East 46th Street, New York City. Among their recent publications for young people may be especially noted "When Mammoths Roamed the Frozen Earth" by Heinrich Schutz, translated from the German by Frank Barnes.

This is a magnificent account of the passing of the glacial epoch and the dawn of that weird period in earth history in which Man was beginning to emerge as a conqueror. It is a thrilling narrative, with many beautiful illustrations. Price \$2.50.

COLONIAL CAFETERIA

1504 FRANKLIN STREET, OAKLAND

Open 7 a.m. to 8 p.m.

BREAKFAST—LUNCH—DINNER

C. T. A. MEMBERS WELCOME

Los Angeles Junior High School Music Teachers Association

At the regular meeting of the Junior High School Music Teachers Association, the following officers were elected for the ensuing year: Alice Sturdy, president; Mrs. Imogene M. Clark, vice-president; Harry Grapengeter, treasurer; Betty Donnelly, secretary.

The band from John Burroughs Junior High, under the direction of Mrs. Rosa Biehl Perry, gave a very interesting demonstration and the Girls' Glee Club sang two delightful numbers.

At the dinner hour two very interesting talks were given. The association was delighted with the manner in which Mr. Bouelle demonstrated his interest and appreciation of the efforts of the association. Mrs. Schillingsburg gave us echoes of the International Conference at Lausanne, Switzerland.—Marie M. Erhart, Los Angeles.

* * *

Vocational Teachers Alumni Association of Southern California has the following officers: President, Roy H. Van Zile, Inglewood Union High School; Vice-President, Gussie A. Fralich, Pasadena High School; Secretary and Treasurer, Marguerite Aubin, Frank Wiggins Trade School, Venice Boulevard and Olive Street, Los Angeles.

* * *

Longmans, Green and Company, publishers, of 55 Fifth Avenue, New York City, have recently brought out a remarkably beautiful book for children entitled, "The Magic Flutes", by Joseph Kozisek. It was printed in Czecho-Slovakia in full colors. The quaint fairy tale is profusely illustrated; there are many full page plates. The price is \$3.50.

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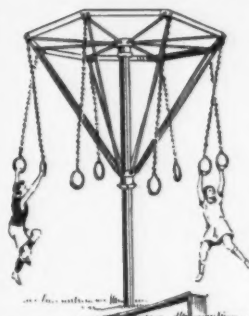
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Written by Clayton Joseph Clawson, a 12-year-old student in Madera Union High School; Miss Elizabeth Stoddard, teacher.

A H, dear Comma! If only you knew how unhappy I am!

Comma—Unhappy? I always thought you were so cheerful.

?Mark—Well, I try to be, but I can't help being put out just a little bit. In fact, I'm left out of almost everything.

C—Listen, Question Mark, why don't you get a bright idea in that line? You know that you've asked so many questions since you were young, that you ought to be able to.

QM—I can't help it. Some of the idiots ask for me so much, and then don't know how to use me after they have me.

C—I'm happy, I am. The other day I ran a person clear out of breath, just for not letting me in on the fun.

QM—Oh, shut up, you foolish Comma! Don't you realize that I can't be listening to your prattle all day long.

C—Yes, I know. But if it came to a popularity contest between you and me, I'd get more uses than the Fair Queen does votes.

QM—Everything you say has some of "I" in it. Now say, for instance, here's something you could never come up to: Every girl, some time in her life, expects me!

C—Yes, but when that actually does happen, the boys give you a nice popping.

QM—Yes, sir, I don't deny that, but this is the way I fix them: "Listen, big boy, am I your father?" Then if he says I'm not, I slaps him in the face with this: Then quit popping me.

C—Can the chatter! Here comes old Bowlegs. We'll ask him to decide which one of us is the worse abused.

QM—All right, Comma. Oh, Parentheses! Come here.

Par.—Well, don't rush me. So many foolish, along with wise, sayings have been crammed into me of late, that I have a simply terrible case of indigestion.

C—Well, now that you're here, answer this question. Which one of us is the worse off of the two?

As far as I can see, boys, one is about as badly off as the other. Now, I've seen you, Question Mark, in the company of such foolish things as, "How far can a cat spit?" and the

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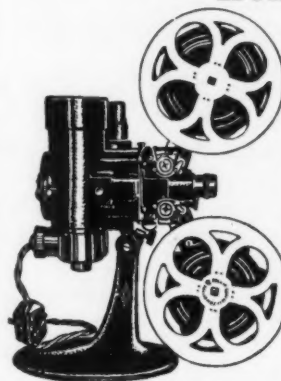
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like. Besides, I always stick to my friends. Sometimes when I'm not feeling very well, Comma takes my place, which of course helps quite a bit; so I'll give the decision in favor of Comma.

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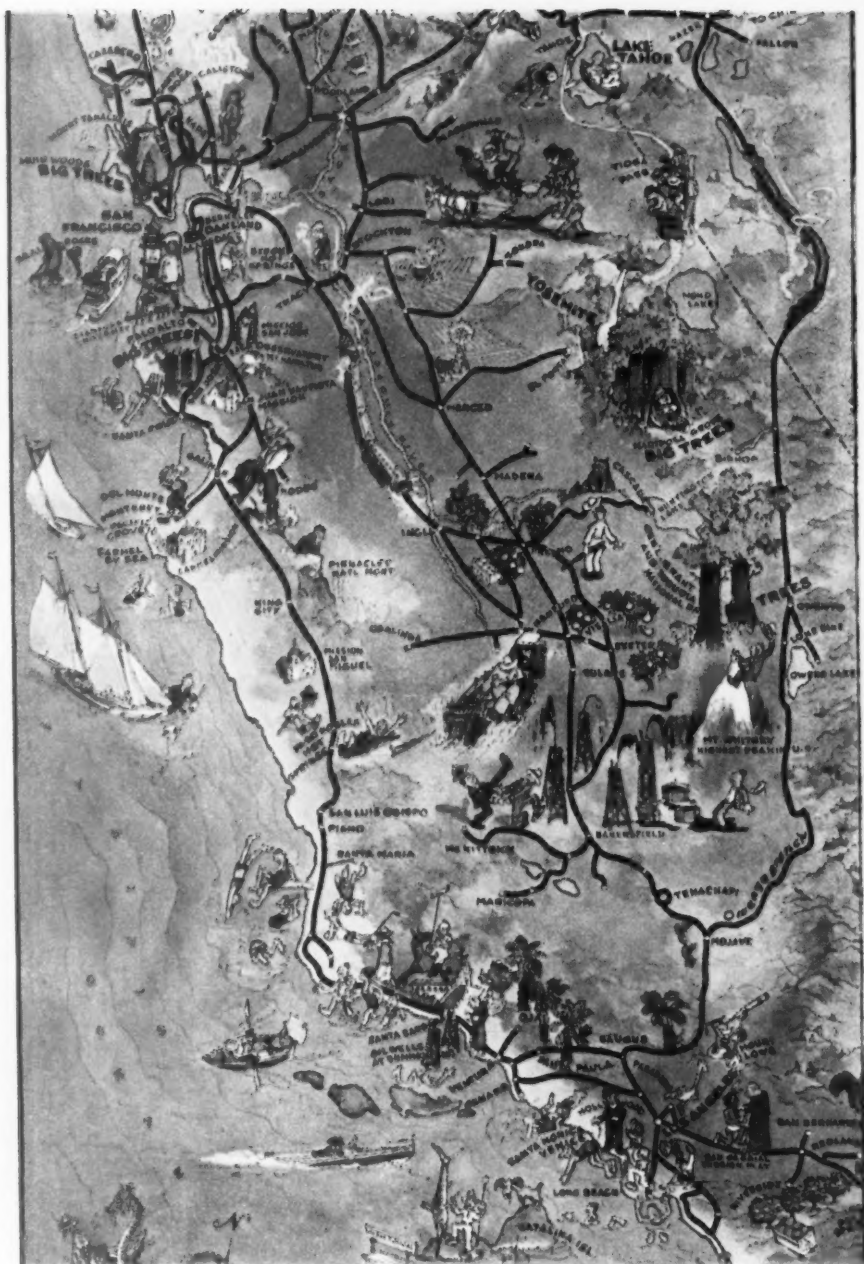


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